

The fable sends the learned educationist

"So he said we will have external examiners who will set tests to the children to find out whether they have learned the facts. Those who have had facts imparted to them effectively will pass the tests and those who have not will fail to pass the tests, and when

"By the end of the pre-kindergarten experience 90 per cent of all children will demonstrate their recognition of at least three of the five basic emotions: fear, anger, sadness, joy and love (in self and others) as measured by a future Michigan Education Assessment Program (MEAP) battery of tests.

Saxton was crowded with people who loved and valued what he did and was. Others had to say, so eloquently and with such understanding and sustained power, that the fable of Fred is simply a hint. As a good fable, a child can understand it. The puzzle that has to be solved by many adults cannot.

Open verdict
Should open plan school be continued
for disturbing the peace?

Samizdat school
A report on the paucity of Russian
publications

Chris Patton

teacher unions.
A school in difficulties - page 6

Mohammed Tazabar, age 6, of Wollescote Primary School, Stourbridge, who has been made up by professional make up artist Derek Rutt, as part of the schools' Performing Arts Week. Every day last week dance, drama and music sessions took place, giving every child in the school the opportunity to take part.

Photo: Ben Peters

Pay dispute, page 3

Mr Timothy Rogers' claim centres on the former Market Bosworth grammar school, later known as Bosworth School, which was swallowed up by the Leicestershire comprehensive system in 1969 and became Bosworth College on a new site a few miles away.

**How teachers view parent governors—
page 8**

"No decision has been made yet," said Mr James Davenport, chairman of the Dixie educational trust. "The old school building returns to us in April when the present tenants move out and - among possible uses - it would be very remiss of us not to think of operating a school. The site is probably worth about £250,000."

Down

1. Article about a
species of land (4)
2. Two sort of bacon
and eggs (10)
3. Insects with wings of
short span (8)
4. One is called to be
called (1)
5. In fact, there's no
argument about it (6)
6. Tumbling back onto
on river (6)
7. Stop - looking both
ways (4, 2)
8. One of the front (6)
9. The highlight of the
Nativity (4)
10. Public deliveries (3)
11. Charles's wandering
words and his
wish, really (10)

12. Just the weirdest
prime sort-about (6)
13. Efficient bland up-
ruling (4)
14. Funny thing is
they show what he
beat (6)
15. Horrified - has the
wrong lag shown (6)
16. Outside (6)
17. Use for a cardinal
(6)
18. Twice reduced by
50% (4)
19. Wonderful outcome
of our musical ver-
acity (10)

COMMENT
PLATFORM
PRIMARY
SCHOOL TO WORK
OVERSEAS NEWS
LETTERS
TALKBACK
ARTS BOOKS
PERSONAL COLUMN
VOICEBOARD AND
PASSWORD
CLASSIFIED

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		D	I	A	
	D	I	A	R	
D	I	A	R	Y	

Acronym
page 7

**Back to basics
in the USA page 17**

by IK

Samizdat school books page 24

**Road safety
Resources page**

Perils of the PIT
page 21

Self-fulfilling prophecies

Two stories side by side in Monday's *Guardian* must have given pause to readers concerned with the education service. One reported remarks made by the Minister of State, Mr Chris Patten, in a week-end radio broadcast; the other recounted the disillusion of a distinguished primary school head whose "Ichabod" for the departed glory summed up the present unhappy state of public education.

Mr Patten, too, was talking about the depressed state of the education service, starved of funds, enthusiasm and encouragement, which he attributed to the absence of strong public support. He believes that priorities for public spending reflect public pressures - pressures which politicians respond to and articulate. In the last dozen years - and notably since the Ruskin speech of Prime Minister James Callaghan in the autumn of 1976 - education has been in the dog house and the Treasury has seized on this fact and the absence of popular support which it is believed to betoken, as a reason for keeping education short of funds.

If Mr Patten was expressing an interpretation of recent educational history which many will recognize, the primary school head, Mr Henry Pluckrose of Prior Weston school in London's Barbican area, was concerned with the same facts but from a different angle. He, his school, and his approach to the education of junior school pupils, were the victims of the changes in the climate of opinion which Mr Patten noted. The loss of public confidence - or the perception of such a loss, filtered through the media and the political process - has developed a self-perpetuating momentum.

If people say often enough that public confidence has been lost, then the confident practice of the profession of teaching is progressively undermined. The Great Reaction of the 1970s was a self-fulfilling prophecy as well as a feature of the contemporary scene. And, therefore, those who, like Pluckrose, have reached a point in their career when they can choose between staying and going, decide to go. It has ceased to be fun, ceased to be worth the candle.

The know-alls on the back benches seem to know so much better how to do the teachers' jobs, seem so contemptuous of their best efforts - let them get on with it, led (if you like) by the know-alls on the front benches whose weighty pronouncements on quality and excellence cannot conceal the profundity of their ignorance of real life in real schools with real boys and girls and real teachers' salaries.

It is true, of course, that Mr Patten's conviction that education cuts reflect the priorities of electoral pressure is a bit less discouraging than Sir Keith Joseph's simple conviction that the country can afford no more for education. At least Mr Patten's view suggests that if only public sentiment could be roused in the form of a demand for more education rather than a generalized absence of support for what is already there, the tide might turn. Admittedly, Sir Keith Joseph and Mr Bob Dunn have spent a great deal of time feeding public dissatisfaction and (in effect) telling their constituents why it would be a mistake to pour in more good money until existing faults have been remedied.

It may well be that the tide of public opinion has already begun to turn. There is still a great deal of public disquiet about the present state of education, particularly in the big cities. The teachers' dispute has added to this but, while it may have done little to raise the teachers in public estimation, it has turned a spotlight on the shoe-string education service over which Sir Keith presides - the flaking plaster and the peeling paint, the shabby schools and the tatty books, the ill-paid teachers and the crumbling vestiges of professionalism which holds the system together by a narrowing thread.

Now is the time to articulate an opposite school of opinion. Now is the time to go for improvement not punitive action; to restate a belief in what education can do for the individual and for the community; to bring the teacher back to the centre of the argument, not as a pawn to be moved around by administrators and experts who can tell him/her what exactly to teach and exactly how to teach it, but as the person on whose professional versatility the whole enter-

prise depends. It means most of the things set out in *Better Schools and Teaching Quality*, put forward in a spirit not of criticism and contempt but of genuine support and expectation.

The Americans have been along a similar road. Many states have spent years in fruitless attempts to devise punitive systems which would impose on teachers and schools, practices and systems of assessment which would (in theory, at least) guarantee specified standards.

Recently there has been a more realistic recognition in many quarters - and notably in southern states which have not been in the forefront of the education reform movement till now - that you cannot get better schools on the cheap, and in particular, that better pay for teachers and more resources for schools are essential if there is to be any worthwhile forward move.

The same truth is dawning in this country. The trouble is that Sir Keith Joseph doesn't believe it and is, anyway, debarré from articulating the truth by his prior conviction about public expenditure.

The prospect for public education in these islands without a settlement of the teachers' dispute and some additional funding for the everyday needs of the schools is grim. Teachers and pupils will drift away from the maintained to the private sector - some of the best teachers and pupils. Public support, which should now be rallied and encouraged, will be catastrophically weakened. Public education will lose priority as it deteriorates and its needs get even greater.

The lead needs to come from the top of the DES - that is what the Secretary of State is for. Ironically, the Government minister who does more to advertise his concern for public education than any other is not Sir Keith, but Lord Young who makes no secret of his belief that a new deal for education is essential for a new deal for Britain. It is time the DES picked up the challenge, and instead of carping and complaining, began to put its mouth where its money might one day be.

COMMENT

Can Matilda be believed?

Even as the SDP/Liberal Alliance this week opened the campaign for the ILEA direct elections, it became more uncertain whether the winning team in May would inherit a workable budget.

As we went to press the budget story line had already made three radical changes in as many days. On Monday afternoon Sir Keith Joseph had turned down flat pleas from ILEA leader, Mrs Frances Morrell, that it was quite impossible to bridge the £55 million gap between spending plans and the rate-capped amount allowed to the authority. In the evening he saw the precept limitation order through the House of Commons.

On Tuesday, not altogether unexpectedly, Ken Livingstone came galloping to the rescue on a white charger, scattering generous windfalls or "tombstone funding" if you took the more sombre view of his political opponents. Since the GLC is entering the countdown to abolition with a tidy little gold mountain in its capital fund, it decided to distribute a £96 million legacy to education, housing and various voluntary organizations.

Some £40 million was promised to the ILEA - the largest share since the ILEA has to replace staff concerned with functions till now performed by the GLC.

By the next morning it had receded again as Westminster City Council got a High Court injunction pending a judicial review.

Is that what average Londoners would prefer? They won't get the chance to vote on it until May 8, and the budget must be in place by then.



March 10. And in any case, it is just as difficult for the average parent, teacher or voter as it is for the Education Secretary to know whether the Inner London leaders are crying wolf again, or really are in deadly trouble.

Every year since the Government's penalty system totally removed block grant in 1981-82, the authority's leaders have stomped inner London warning of the imminent destruction of the service; every year's cliffhanger has ended with the discovery of some accounting device to avert swingeing cuts in teachers' jobs and resources.

This year the repeated message has to be taken more seriously since the officers confirm that there are no more reserves that could begin to bridge the gap, but that's the trouble about crying wolf: people get uncommonly suspicious.

If the GLC's £40 million legacy does eventually come ILEA's way, that should rescue the service for one more year, but it could be the last time such a reprieve is possible. Drastic decisions about spending will have to be faced up to by the new administration when it is elected. On the one hand, the government's draconian spending penalties, coupled with the new strings tying down the directly elected ILEA on money and manpower, are unacceptable. On the other, the Alliance, for their

manifesto; on the other, some cuts could obviously be found if a closer look were taken at figures and options that don't necessarily get into the consultation booklets. If somebody doesn't start realistic accounting soon, the shock for London's schools could be intolerable when the budget finally has to be made to balance.

Hands up for a pay rise

The NAS/UWT ballot closes next Friday and the result will be known early the following week. This is the next milestone on the road to a teachers' pay rise for 1985-6 which, with any luck, should become available to pay off a few overdrafts by the end of April (at the earliest).

Will the NAS/UWT say yes or no? The vote may well be close - inevitably the hoes have been louder and more shrill in the run-up to the ballot than those who in the end may vote in the affirmative, taking the advice of the leaders and executive members. And nationally, sniping from the sidelines have provided yet another reminder that, as ever, the two main teachers' unions are locked in a membership

struggle. Once again they have taken their private differences to the Trades Union Congress. This time it was Mr Fred Smithies who complained of NUT attempts to influence his union's ballot - as if Norman Willis hasn't enough on his hands.

Mr Fred Jarvis' announcement on Tuesday that the NUT leadership will advise that the union should participate in the Acas-mediated negotiations on a new contract and pay structure suggests that, when all the cackle is cut, he expects the NAS/UWT membership to back the Acas deal.

The I.e.a.s. may well try to get the "normal working" clause of Acas extended to all participants in the talks, but the NUT will be in a strong position to demand a place at the table on its own uncompromising terms - because nothing can wish away the fact that it is by far the largest teachers' union and can make or break any ultimate deal. The most likely scenario is one in which the NUT joins the negotiations, giving little and making few commitments till the six months set aside for talks are nearly over, when it walks out with some *décal* and starts up industrial action all over again. By that time, a general election will be that much nearer and the options open to the Government and the employers will have become even narrower than they are now.

no comment

"Conditions of service, including hours, sick pay and pensions, compare favourably with those in many other professions. Salaries are on fixed national scales..."
From latest DES booklet on *A career in teaching*

Second opinion

Integration needn't be all or nothing

With integration, UK-style, still at low ebb five years after the Special Education Act, the time account of *Mainstreaming in Massachusetts* is timely - not because of success story it has to tell, but because it reminds us that everybody has similar difficulties about integration, but many of them can be overcome.

Mark Vaughan and Ann Shearer went to the US for the Centre Studies on Integration in Education and the Campaign for People with Mental Handicaps to check a decade of experience of Massachusetts' own special education (chapter 766), which predates the Federal Education of All Handicapped Children Act (PL 94-142), but its message of education "in the least restrictive environment" was equally the same.

The first surprise for anybody who had illusions about instant integration was that much of the home-grown gloom described recently in the pages about multiplication of handicaps and statements, and papers threatened by spending cuts, had been word for word in the US.

And yet set beside all the histories showing that schools have integrated setting really can offer equal opportunities to handicapped children.

Essentially, the message has been that of this report is that there is no difference on the integration front between the US and the UK. The professional anxieties about the concept are disappearing as more and more teachers are faced with the fact that mainstream and it is found that

Perhaps this message can be a variety of meanings. Integration should not mean isolating a handicapped child in the ordinary classroom. It is the most essential of all.

What distinguishes Massachusetts Law is that it sets out a continuum of programme options. These range from one end from placement in the classroom with support, through room placement with 25 or 60 per cent time out for small group or specialist help, to 60 per cent or more in a separate unit, working to full-time day or residential care.

This may seem like a cop-out to all-or-nothing brigade, as indeed it is. But it is a realistic approach to social integration here where the short of full educational integration is the truth - simply because of the American experience - is that the most important factor in integration model.

The American integrators have more going for them than the shift in professional attitudes. The 1975 Public Law gave parents the right to demand anything dreamed of by the school. American parents have the advocacy skills that would take those rights and services to the children whatever the expense.

Too many stories here have sized the work created for children and rejected the exercise or at least the support members who did not return the forms. The TES had evidence of this from three divisions but ILEA spokesman said only one resolution has been received.

Collecting information about the ethnic background of all ILEA employees has been a major plank of the "management" policy for promoting equal opportunities.

Mike Durham on the latest move over the Acas deal Union leaders predict 'yes' in pay ballot

Leaders of the National Association of Schoolmasters/Union of Women Teachers this week confidently predicted a "yes" vote in the union's ballot over acceptance of the Acas peace deal bringing a settlement to the 1985 pay claim.

The battle for the hearts and minds of the NAS/UWT 115,000 members continued this week with the NUT repeatedly denouncing the proposed settlement - despite the NAS/UWT reporting it to the TUC for possible disciplinary action.

However, Mr Fred Jarvis, the NUT's general secretary, did soften the union's line towards future discussion on pay and conditions - to be held under Acas' auspices - by announcing his union would attend if there was a settlement of the 1985 claim.

But there was some doubt this week over whether the NUT would be allowed to join in the talks if it failed to agree to the terms of the Acas agreement - which specifically calls for an end to industrial action.

The NUT - which has said it will ballot on continuing sanctions in the event of an agreement - would have to persuade the Acas-nominated panel supervising the talks that it should be admitted.

Employers' leaders argued this week that both they and the other unions might be reluctant to allow it in if they felt it was not prepared to negotiate in good faith.

The NAS/UWT executive has sent a two-page statement to members setting out why the union leadership approves the 1985 pay deal as an interim settlement.

It says the offer is in line with the policy adopted at the special salaries conference in January, meets the pay criteria for 1985, and claims it is the first negotiated settlement in 20 years to keep pace with inflation and the average increase in non-manual workers' salaries.

The recommendation to accept, however, was not agreed by two members of the union's governing executive committee. Two local associations - Walsall and Harrow - are still holding out against the executive's stance.

Walsall described the deal as "pathetic" and "shoddy" and urged local NAS/UWT members to vote against acceptance. The branch has invited Mr Gordon Green, the NUT president, to speak at a joint rally on February 27.

In Harrow, the NAS/UWT branch also urged members to vote against the deal, describing it as "not good enough" and accusing the executive of issuing false propaganda.

The NUT, has embarked on a campaign to persuade NAS/UWT classroom teachers to vote against the deal. Leading NUT figures have addressed meetings and rallies across the country.

This week, Mr Jarvis, said he had not been informed of the NAS/UWT complaint by the TUC.

It was a "bizarre" charge levelled by a union which had made a deal with non-TUC affiliated unions, he said. "It's absurd to say we are trying to influence the result of the ballot. All we're doing is trying to draw attention

to the disastrous nature of this deal." The executive of the Assistant Masters and Mistresses Association, third largest of the teaching unions, has voted to accept the Acas pay deal. But members have been given the option to continue their withdrawal of good-will until full ratification by the Burnham Committee.

Headteachers' leaders meet today to decide what action to take to bring about a new agreement on lunchtime supervision after receiving the results of their first-ever national ballot.

NAHT members have been asked what action they are prepared to take. Options detailed on the ballot paper range from one-day action to closing schools at lunchtime.

Two-thirds of all English education authorities have enquired about extra cash for new midday supervision arrangements, Mr Chris Patten, education junior minister, told the Commons last week.

Twenty-five authorities had submitted bids or draft schemes, of which 17 had been approved to go ahead this term, he added. None of these relied upon the voluntary unpaid participation of teachers.

Teachers in further and higher education are looking for a 21 per cent pay rise this year as part of a long-term aim to restore pay to the Houghton level of 1974, writes *Geraldine Hackitt*.

A pay rise of 21 per cent would go half-way to restoring salaries to their Houghton levels, said Mr David Trieman, NATFHE negotiating secretary. The claim is due to be settled by April 1.

● The Scottish Universities Council on Entrance is to give Scottish schools and colleges separate advice.

Universities accept pact on A levels

by Hilary Wilce

The universities will allow for the effect of the teachers' dispute on candidates' examination results.

Heads are to be issued later this year with a form for each candidate to record hours lost in each examination subject since the course started and the beginning of this school year. The form will also show total teaching time lost and the results of practice examinations.

Heads will be able to add their own comments on such matters as the marking of coursework, provision of reports, and the effect on fieldwork and other outside visits. The forms will be sent directly to the university where a candidate holds a conditional offer.

The scheme has been worked out by the Standing Conference on University Entrance and the Universities' Central Council on Admissions in consultation with the Secondary Heads' Association.

Mr Peter Snape, general secretary of the SHA, said it had approached the standing conference which had been receptive to the idea that something should be done to ensure candidates were not penalized because of what was happening in schools.

He said: "We believe the boards must be the custodians of standards. It is the users that must make the allowances."

A circular from UCCA has gone out to heads this week explaining the preliminary details of the scheme. Further information will be sent out in early May. Completed forms must be sent to the universities before the end of the summer term.

● The Scottish Universities Council on Entrance is to give Scottish schools and colleges separate advice.

Devon moves step nearer to dropping grammars

Devon education committee has voted in principle to abolish the county's nine remaining grammar schools.

Alliance councillors, with Labour support, secured a clear majority on Tuesday for a motion expressing their "strong wish" to abolish selection from secondary education and introduce comprehensive schools throughout the county.

But their strong wish faces one major obstacle to its fulfilment: a reorganization scheme for Plymouth submitted to Sir Keith Joseph, when the county was under Tory control, which includes the retention of three of the town's five grammar schools.

The scheme was submitted to Sir Keith nearly two years ago but still awaits his approval. It is believed the delay is due to doubts within the Department of Education about the county's consultation process.

If he does not approve it by March 13, the committee decided on Tuesday, the county will withdraw those plans and prepare a full comprehensive alternative.

Meanwhile, a working party has been instructed to draw up comprehensive plans for the county's two other remaining areas of selection. They are Torbay, where there are three grammar schools, and the Axe Valley, where there is one grammar at Colyton.

Watchdog for YTS standards

A board to vet Youth Training Scheme qualifications for been set up. The Manpower Services Commission's YTS certification board will encourage examining and validating bodies and industry organizations to adapt their existing qualifications to the needs of the scheme and to develop new standards and forms of assessment to cover all the occupations represented in the YTS.

Mr Peter Reay, personnel director of Cadbury-Schweppes, and a member of the Youth Training Board, is to head the new body, which will have representatives of City and Guilds, the Business and Technician Education Guild and the Royal Society of Arts.



Presettlers don't smoke - that was the message World Cup footballers kicked off on their visit to Elliott School in Putney. Spurs footballers Chris Waddle and Glen Hoddle joined pupils for a match as part of a drive by the Health Education Council to encourage children not to take up smoking. Earlier this year the Inner London Education Authority appointed four health co-ordinators to help teachers in their work to combat smoking, drug abuse and other health hazards. Members of the World Cup squad are touring schools with their anti-smoking message.

Heads boycott ILEA move to collect ethnic statistics

by Sarah Bayliss

A massive exercise to monitor the ethnic background of every teacher in the Inner London Education Authority is coming unstuck because of a boycott by many headteachers.

It is understood that between a third and a half of Inner London heads have refused to fill in the forms which had a deadline of last Monday.

This week, one head's leader claimed that in five out of 10 divisions, teachers' consultative committees had rejected the exercise or at least refused to support members who did not return the forms. The TES had evidence of this from three divisions but ILEA spokesman said only one resolution has been received.

An ILEA spokesman said all the arguments about ethnic monitoring had been thrashed out through a one-year consultation process. "It is an opportunity for people to demonstrate their commitment to equal opportunities."

Students in mass lobby of MPs

A mass lobby of Parliament by students protesting about cuts in their grant and social security benefits took place on Wednesday. The students were to be addressed by opposition leaders Mr Neil Kinnock, Mr David Steel and Dr David Owen.

The value of student grants has fallen by 20 per cent since 1979, and Government plans to remove student entitlement to supplementary and housing benefits could mean each student losing up to £1,105 per year.

Mr Phil Woolas, president of the National Union of Students said: "Students are facing real hardship, while parents see their family budgets and hopes for their children's education threatened."

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Timothy Rogers argues that it is improper to divert funds which have hitherto been used for the benefit of a whole community and its schools to set up a private school in the old buildings of Market Bosworth's former grammar school.

New battle of Bosworth

With do-or-die-hards on the Left and privateers on the Right, these are sad times for state education. A government which seems, like Wilde's cynic, to know the price of everything and the value of nothing, talks significantly less now than formerly about standards in education.

A free-for-all economy means that most things worth having are more expensive, and that education, which should be free for all, is fast becoming impoverished.

We must expect, of course, the flourishing private schools whereby the affluent may buy an education for their children. They are "divisive of the nation" said the Archbishop of Canterbury's recent Commission: "Few of us would deny that their separate life exacts a heavy toll from the maintained schools."

It would ill become a retired head, now a member of the University of the Third Age, to shout injunctions from the touchline to his embattled former colleagues. Nor did I anticipate when I quoted in these pages just over a year ago the inscription over the doorway of the former grammar school at Market Bosworth, "Education is a possession which cannot be taken away from mortal man", that I should be quoting

it again and with such passion. But the tale that I must tell, despite its apparent parochialism, and almost comic feudalism, has implications far wider than that little country town.

Like every self-respecting town or village, Market Bosworth (population 2,097) has both a sense of community and, if less obviously, the seeds of discord. Fortunately, the mutual mistrust that can exist, say, between an old centre and a new estate has there been alleviated by a thriving community centre which is attached to the high school (11-14).

One by-product is an excellent monthly magazine, *Aspect*, edited by a former head of the high school. Apart from an article in a local newspaper in November, 1983, designed to enlist the support of former grammar school pupils, and a letter in *Aspect* last November seeking to elicit information, no public statement has yet informed the inhabitants of Market Bosworth about the independent "Dixie grammar school" which is about to be sprung on them.

Market Bosworth's sense of community was last year heightened by the quinquennial celebrations of the battle of Bosworth. When Henry Richmond defeated King Richard III in 1485, the "grammatica schola" was at

least four centuries old. Only in 1944 did it assume the name of its 16th-century refounder, the first Sir Wolstan Dixie, Lord Mayor of London.

For all but the last quarter-century of its history it was known as "Market Bosworth grammar school" or more simply "Bosworth school". It was the last grammar school - I suppose one must now say the last state grammar school - in the pre-Maud Leicestershire.

With its reorganization as the Bosworth school and community college in 1969, Stewart Mason (Director of Education for Leicestershire, 1947-71) completed his Plan, and Leicestershire became the first fully comprehensive county authority.

For six or seven years before my appointment there in 1965, school and foundation governors had discussed the grammar school's future: whether to join the Plan or to go it alone. With a skill which I learnt to admire (hurry up with your biography, Don Jones!), Mason put the alternatives clearly and succinctly, both at public meetings and in private discussion with the governors.

Their chairman at that time - "as sincere in his affection for Bosworth as myself", wrote Bernard Newman in *The Bosworth Story* (1967) - is quoted by him as saying that "there was no question of force or even of over-persuasion: the county authorities left the decision to us". Mason met the governors in my third week in office; three weeks later the governors met to take their final decision.

Many of them were former pupils of the school, brought up in its tradition and loyal to it. But the arguments for its inclusion in the Plan and for its move to Desford, the centre of gravity of its catchment area, were compelling, and a majority accepted them.

I had agreed to signal the result to my colleagues in the Square below, a white flag (York) for yes, a red flag (Leicester) for no. There was general rejoicing when, with the chairman's permission, I hung out a large white teacloth.

One of the few dissenters was an hereditary governor, the late Sir Wolstan Dixie, 13th and last baronet. Like many of his eccentric forebears, he was a colourful person, and he had a flair for publicity. In my first sight of him, courtesy of the *Leicester Mercury*, he was drinking a pint of ale in competition with a horse. He was always immensely courteous to me, but had a way of upsetting what were otherwise congenial governors' meetings by asking such questions as: "Is it true, Mr R. Rogers, that you support the Russians in their invasion of Czechoslovakia?"

In every important sense, the school which moved to Desford in 1969 was, as it still is, the Bosworth school. Its staff, all but one of whom transferred, had planned every detail of the new school (except its architecture), ensuring the words of the book we wrote about it that "all that was good in the grammar school's long history should be embodied in the new school".

All the former "pupils", even the under-14s, except of course those who left in the normal way, transferred as "students", the youngest of them being a foundation stone which had been blessed by the Archbishop of Canterbury.

The stone contained, among other items, a copy of the school charter granted by Queen Elizabeth I, and a note that for its irony when some people are now trying hard to put the clock back - the hand of an earlier school



Market Bosworth's former grammar school: "Education is a possession which cannot be taken away from mortal man."

The only sense in which the school was not a continuation of the old was the purely geographical. But many a school, maintained as well as private, has continued without change of identity on a new site. As Bernard Newman wrote: "There is nothing historically sacrosanct about the present building any more than there was about the warehouse which housed the school probably just as effectively in 1827."

As may be inferred, the school's last and probably fifth building in Market Bosworth had opened in 1828. Its one attractive feature is a stone facade which fronts the picturesque cobbled square, but even that is crumbling. The building has been rented since 1969 to Leicestershire for use by the adjacent high school (formerly the secondary modern), but that will end shortly with the high school's long-awaited move into more suitable new buildings.

Whereas lay the problem for the Dixie educational trusts, formerly the grammar school foundation; what to do then with that valuable site?

The will of the first Sir Wolstan provided for the maintenance of 50 or 60 poor scholars, and for paying the school-master. Without chronicling its progress through nearly four centuries, suffice that the present fund administered by the trustees includes property and investments which run into six figures in addition to the former school buildings.

In obedience to the last Sir Wolstan's wishes, the new Bosworth School was disinherited, so that it has not benefited as hitherto from grants for equipment. But the high school and primary school in Market Bosworth have continued to benefit (in a typical year, 1980, by nearly £1,000 and nearly £500 respectively), and students from all three schools as well as others in the neighbourhood have benefited from grants for books and other educational purposes (to the value in 1980 of nearly £5,000).

These grants became more generous with the added income from the school building's rental; they have become markedly less so latterly when trustees have been hesitating their resources. These benefits for the community,

small but increasingly important hard times, are likely to be lost on opening of the private school. It is money to spare, a gift to the community, a "public" school, after all, has been founded on such a basis.

I can hear the arguments, and will all of course be within the law. I am exploding as I write. When the school of the grammar school which I ran for five years at first hand was set up, only a political dog or a sentimental fool could wish to put the clock back.

My predecessor, the late Mr Goaling, strongly opposed the school and resigned from the trustees on account, as he said, of the school's move. Since the school's move from Market Bosworth, I have never seen him, nor indeed have I seen any of the high school.

Many of the high school staff now apprehensive about the future of a private school. Attempts several of them to elicit information have been ignored, but recently the chairman of the trustees agreed to meet them in March - by which time, presumably, he can present an account.

Unlike the authority's disorganizing, everything has been negotiated in secret; behind closed doors, and any suggestion that private school might be on the way has been instantly denied.

It will not be the first occasion when an attempt has been made to use foundation money to set up a "public" school. The Rev Arnold Evans, who was appointed headmaster in 1829, had hoped to be a candidate for the headship of the School, but there was a delay in the necessary testimonials, and the post went to Dr Thomas Arnold.

Thereafter Evans tried hard to persuade his governors to let him buy the school from outside the neighbourhood, the worthy governors of the day not seeing that as a responsibility to the community.

The National Association of Head Teachers is considering setting up a working party to look into the implications of an earlier school start and shorter lunchbreak. Mr David Hart, general secretary, says many heads now feel that the continental system of hours may be a sound educational idea in itself. Jill Sherman reports from schools that have already juggled with their day

Old hands feel at home with continental ways

Buses containing bleary-eyed children arrive at Tideway school, perched on the cliffs at Newhaven, at 8 every morning. By 10.50 the 1,450 children at the comprehensive have done half a day's work and look forward to an early finish at 2.15.

Tideway is an old hand at the continental timetable. It was first implemented by headteacher Mr Ken Saxby in 1981 on a one-year trial. At the end of it 80 per cent of the parents declared it a resounding success.

The school day used to follow the conventional pattern - starting at 8.50 and running till 3.40 with a 75-minute lunch break.

Now children start lessons at 8.25 after a short registration and assembly, have a 20-minute break mid-morning and get just 35 minutes for lunch. After one double lesson in the afternoon the children are free for the rest of the day. Mr Saxby has always been con-

vinced that children work better in the morning - he believed afternoon school after a long lunch hour was non-productive. "The teachers hated teaching and the pupils hated being taught," he said.

He also wanted to reduce the length of the lunch hour which he claimed left a long time for a lot of children to do nothing.

Lunchtime was generally a disruptive period, he said, with children becoming argumentative and destructive, often breaking things. He did not subscribe to the idea of running clubs or extra curricular activities at lunchtime. "Only a minority would join in," he said.

But he wanted to create a time when children could have the option of taking part in extra curricular activities or pursuing their own hobbies at home or in the community. Now the school offers 35 extra mural activities each

The day ...

8.10 Registration
8.25 Lessons
10.50 Break
11.10 Lessons
12.20 Lunch
12.55 Afternoon registration
1.05 Lessons
2.15 School ends

week after school. Children can participate in a wide range of sports and there are thriving music, drama and debating societies, a computer club which meets four nights a week, art and woodwork classes, French club and chess and bridge societies.

Mr Saxby claims that at least half the children join in some extra curricular activity. All the clubs are run by staff volunteers, although during the in-

dustrial action many have had to close. Outside school children have joined Scouts and Cadets and more than 100 of them are taking part in the Duke of Edinburgh Award. Some help out at a local disabled centre and others help run a playgroup for the underfives.

Working with the community and within it helps prepare children for the day they leave school, said Mr Saxby. "I also feel it is important for children to be able to organize their own time. So many adults are bad at this."

Critics of the continental system claim that children miss out on social mixing at lunchtime and that those who go home at 2.15 have no time to talk informally to their friends or teachers.

Staff and parents have put up little opposition to the scheme. Fears that working parents would suffer did not materialize as most parents made the same arrangements as they had done

when the children were at primary school. Most of the children were old enough to let themselves in at home and look after themselves, said Mr Saxby. He stressed that both the staff and parents were consulted at the start of the scheme and their cooperation had been vital. Initially parents voted 2 to 1 to put the new hours to the test.

Although local organizations predicted an increase in vandalism if the children were let loose in the afternoon, the local police say that it has in fact decreased in the five years since the scheme was implemented.

The earlier finish enables most pupils to get home before dark. Special buses are organized to collect children early in the morning and take them back in the afternoon.

Staff say the new timetable enables them to attend staff meetings after school and still get back at a reasonable time.

Bentley Wood begins bright and early

After a hard morning's work at Bentley Wood High School in Harrow, North London, some girls head for the school hall rather than the canteen. Assembly is held every day at 11.25. The lunch break lasts for just half an hour - less if assembly over-runs. Then, pupils must file in for afternoon registration at 12.15.

Starts busy day, which concentrates the lunch hour while allowing the children to go home 40 minutes early. It is the school's attempt at a continental timetable, a long-held ambition of head teacher June Lumb.

Children go straight into lessons at 8.50 and have a short break at 10.00. At 11.25 there are three alternatives: assembly, form period or early lunch. The school hall, designed for 540 children in its grammar school days, cannot accommodate the present 720 pupils. So on most weekdays only a quarter of the children attend assembly, a quarter have early lunch and the others have form periods. The pattern repeats giving each year an early lunch once a week. On Fridays, when a general assembly is held, three-quarters of the girls attend.

A need to introduce a shorter lunch break became clear to Mrs Lumb when she found herself supervising 720 children on her own. Even before the recent strike action, only a handful of teachers volunteered for lunch duty. "We've had so many bouts of strike action that staff have got used to having a break at lunch time and are no longer volunteering," Mrs Lumb said.

There were other reasons. Mrs Lumb felt that children were just kicking their heels at lunchtime with nothing to do. She noticed that towards the end of the lunch hour the girls became more disruptive and argumentative. Bitter quarrels sometimes turned into fights needing staff intervention.

Mrs Lumb was also concerned that several children were sneaking off site during the lunch break to go to the shops or meet boyfriends. "I felt a responsibility towards the parents that I should know what the children were up to and prevent them getting into trouble."

The new schedule allows no time for idleness or for loitering the grounds; any children missing at the afternoon registration can usually be tracked down.

Girls at the school come from a wide catchment area and some take up to one and a half hours to travel to school. A shorter day means that most children can get home before dark. Frequent reports of children being late for school have been reduced.

school grounds and rape incidents in neighbouring towns has made the isolated school standing in 27 acres of partly wooded ground extremely vulnerable.

Mrs Lumb also claims the children are fresher in the morning if they go straight into lessons and the girls arrive more punctually.

Lunchtime recreation has always raised problems. Shortly after her arrival as head in 1976, Mrs Lumb decided that children should not be turfed out at midday. All clubs were then fighting for space.

With the shorter lunchbreak, these activities have now been switched to the end of the day. Yet few have had a chance to become established since the timetable was changed last June, because of industrial action. "Each time there is action fewer clubs start up next time," she said.

Mrs Lumb disagrees with the view that children miss out on social interaction.

The day ...

8.40 Registration
8.50 Lessons
10.00 Break
10.15 Lessons
11.25 Assembly/early lunch/form period
12.15 Afternoon registration
12.20 Lessons
1.35 Break
1.50 Lessons
3.00 School ends

tion by having a shorter lunch, "Children are free to do what they like, with whom they like. They eat lunch together, either in the cafeteria or in the classroom. In good weather they can picnic outside."

The children themselves have mixed views, though they all welcome the chance to go home early. New pupils have adapted quickly. A group of second-formers said they enjoyed lunchtime assembly and felt they worked better in the morning.

Older children miss the opportunity to go out of school at lunchtime (fifths are allowed to) and feel they need a longer break. A few girls said that by the time they had queued up for lunch for 10 to 15 minutes, there was hardly time to eat it. Some even opted to eat their lunch at 10.00 instead to give them something to do at midday.



Off to an early start at Bentley Wood School.

Parents and staff have in general supported the scheme. Mrs Gill Merison, a school governor and PTA member, said parents were initially worried about whether the girls had enough time to eat the midday meal, and some were concerned about working mothers. But as all were well aware of the problems of lunchtime supervision, they were prepared to give it a try.

Mrs Merison is full of praise for the scheme: "Children can go home before dark, do their homework and still have time to enjoy their hobbies in the evening," she said.

Mrs Lumb tried at first to have a more strict continental timetable, but it had to be modified. Introduced last May, it was far more radical and only lasted three and a half weeks. Children started school at 8.40 and left at 2.25, although a 20-minute assembly was held after school on four days a week. There were three breaks: one for 10 minutes and two for 20 minutes. Half the children ate lunch during the first long break at 11.20 and half at the second break at 1.20.

The teachers protested. They found the new system exhausting and difficult to adapt to. Both the children and staff felt they needed longer for lunch.

"Pupils spent a large part of the 20 minutes in the canteen queue. We all felt under pressure and none of us enjoyed it," Mrs Lumb said.

A staff meeting was held after just three-and-a-half weeks, but the head had no intention of reverting to the long lunch break. A revised timetable was approved (with a 30-minute lunch).

With hindsight Mrs Lumb says the new system is a great improvement, but she feels the true continental day was never given a fair chance.

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NEWS

In the second of a two-part series on the GCSE, Susannah Kirkman visits an inner city school whose exam preparations have been hit by industrial action

16-plus delay: 'a prescription for chaos'

The head of a Manchester high school is quite clear about the immediate prospects for the introduction of the GCSE.

"Everything depends on the active, willing, enthusiastic cooperation of teachers. If they are a sullen, apathetic, demoralized profession, the new GCSE will be a lost opportunity," warns Mr Jack Schofield, head of Spurley Hey.

New examining techniques are not a worry for Spurley Hey: pupils have been taking joint 16-plus exams since 1974 and, with the Associated Lancashire Schools Examining Board and the Joint Matriculation Board, the school has long been preparing for the "inevitable" introduction of the GCSE. It is also developing a pilot unit accreditation scheme under the auspices of the Northern Partnership for Records of Achievement.

But the school has been badly hit by the pay dispute. More than 1,000 classes have been sent home and active union members on the staff are refusing to have anything to do with the GCSE. Some staff will not contribute to this year's third year options booklet, which is to set out the GCSE courses available in September, and teachers from the science, art, maths, computer studies and French departments are boycotting the phase 2 in-service training for subject "leaders".

Mr Dave Lees, head of science, and an NAS/UTW member, has refused to attend phase 2 training. He admits that his boycott has probably ruined his career but argues that he is acting for his pupils.

Teachers should not cooperate with the new exam. It has been inadequately resourced and will not measure pupils' performance accurately," Mr Lees says. "Lower ability pupils, who would have gained CSE Grade 4 or 5, are at a serious disadvantage because the GCSE does not cater for them."

Mr Duncan Kirkland, head of economics and social studies, and an NUT member, agrees that the less able have



Spurley Hey: Joint 16-plus exams since 1974

been neglected by some syllabuses, but he is taking part in preparations for the GCSE.

"If we don't get involved, what on earth are we going to do in September, when we must teach GCSE?" he asks. Spurley Hey pupils, a third of whom come from families where both parents are unemployed, will be even more disadvantaged if their teachers are not ready for the new exam, Mr Kirkland adds.

The proposed pay settlement will do little to boost morale, Mr Schofield believes. "If most teachers feel that the concessions are begrudged, they won't throw themselves wholeheartedly into the new exam."

Mr Schofield believes it is up to the Government to do all it can to restore the profession's self-respect.

Sir Keith Joseph must learn to avoid "negative, damaging statements about incompetent teachers which might go down well at a second-rate, suburban golf club, but can only harm schools," he says.

Nevertheless, he is aware that, by refusing to cooperate with the GCSE, teachers could jeopardize their chance of influencing the new exam and of playing a more active role in assessment. Teachers are the most expensive and vulnerable part of the assessment procedure and there is already a strong lobby pressing for more statistical moderation, machine marking and professional examiners, he says. "If teachers show that they regard exams as an appropriate target for sanctions, the new exam could be created as a teacher-proof system."

Mr Schofield also attacks the ambivalence of the unions, which have always wanted teachers to be involved in the examining process, but are now boycotting exams as part of their action.

Resources are another worry at Spurley Hey. The emphasis on assessing practical skills is inapplicable as the school has limited laboratory facilities, according to Mr Lees.

And the stress on developing communications skills in modern languages demands smaller classes lower down the school, not just in years four and five, Mr Schofield said. He also doubts if enough supply teachers - already in short supply in inner city areas - can be found to cover staff attending in-service training for the GCSE.

All staff are anxious about the impact on publishing GCSE syllabuses. In the case of the Mode 1 syllabuses, in form, they cannot plug the gap left by their own Mode 3 syllabuses.

present, Spurley Hey pupils take Mode 3 CSE exams in 11 subjects, many of which have no equivalent in the new GCSE Mode 1 course. Mr Lees estimates that his pupils will be without appropriate science courses. As yet, there is no replacement for Spurley Hey's Mode 3 environmental science syllabus. With the Secondary Education Council demanding further in subject content to science syllabuses, Mr Lees thinks it is too early to start devising Mode 3 courses, as his union commitments allow him to do.

The humanities department at Spurley Hey is the group most at risk from the GCSE syllabus it will be using. The Mode 3 course has not been devised by teachers, but by the humanities inspector for Manchester, who has kept teachers informed of the most of the work himself.

The modular course will challenge geography, history and art subjects, or offer them as separate subjects, depending on the school chosen. Mrs Alison Berry, head of humanities, is delighted with the syllabus. She thinks it is more likely to motivate pupils than the "supernatural" Mode 1 GCSE syllabus.

All staff would have preferred an extra year to introduce the GCSE. Despite the difficulties, Mr Schofield against postponing the exam. He said that a year's delay might mean that would never happen. The Government or Secretary of State might change, or it could be overtaken by other exam reforms.

Delay would be a prescription for total chaos," he says. "Teachers will never be ready to teach a conservative syllabus. They are experienced you are. Do they mean you find chaos?"

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Right bank

Who is to keep Mrs Thatcher on the path of true educational virtue now that she has lost her right hand man? Oliver Letwin has left 10 Downing Street, where he advised the Prime Minister on education and local government, for the world of merchant banking. The reason for his departure is not post-Westland blues nor disillusionment that his radical ideas (vouchers, inner city direct grant schools), have failed to win the day. He has had to resign because he has been adopted as prospective Tory candidate for Hackney North and Stoke Newington.

Now Hackney and Stoke Newington are not the sort of places where you would normally expect to find Master Letwin. The outer circle of Regent's Park is more his style. Sure enough, he has been appointed by the "unbelievably awful" housing and the "God-forsaken schools" - so appalled, that he is thinking of starting up his own private school with the help of local businessmen (fee-tested, skills based).

His Labour opponent, Diane Abbott, will also be a new experience for him. Ms Abbott, equally officer for the ACT, the TV technicians' union, is black, formidable and left wing. We hear, in the words of one DES official, that Ms Abbott will eat him alive.

Finchley fight

Another figure from the world of education will have a hard fight on his hands at the next election. John Davies, the chairman of the 92 Group (members of the Education Publishers' Council, has just been selected as Labour candidate for Finchley, where Mrs Thatcher's majority at the last election was 9,314. Asked this week how he viewed his prospects, he said brightly: "Getting better each day". He had been encouraged by Monday's *Newsnight* poll, which showed Finchley as one of 248 Tory seats that would fall to the Labour and SDP hordes if there were an election tomorrow.

Bath hotbed

One of the first to fall, of course, would be Bath, where Chris Patten sits on an Alliance hotbed. But there are Tories out for Mr Patten who may get to him before the Alliance does. Alarmed by rumours that he might step into Sir Keith Joseph's shoes in an autumn reshuffle, a group of right-wing backbenchers called the 92 Group (members include Bob Dunn and Jim Pavey, chairman of the backbench education committee) have been casting around for an alternative of their own persuasion. "Bring back Rhodes Boyson from his exile across the water," is their current cry.

Duty first

So you thought you had rights and duties? Wrong, says Sir Keith: you have duties and rights. Awareness of the citizen's rights and duties (in that order), was one of the fundamental values of society to be promoted by schools and colleges, according to the draft statement on political bias issued by the DES last week.

But in a mysterious addendum better known as pop star Cat Stevens acknowledged this week that the draft statement was in a secondary school where they were not in favour of democratic schools but did back the minorities.

However, he added: "When the decision is made on March 2, I am expecting it to be in our favour. 300 children are currently in the school."

NUT survey catalogues sex discrimination

by Hilary Wilce

Sex discrimination has plunged to new depths in Kent, says a teachers' union survey. A woman teacher applying for a promotion post was asked: "Would you be able to manage the general maintenance of the school swimming pool, being a woman?"

Another reported that her head was telephoned and was asked to find out whether I intend to start a family."

A third teacher was put in a dilemma when asked: "How do you arrange your life so that you are not away from school when your children are sick, while as a mother you should be at home with a sick child?"

Then there were the run-of-the-mill questions: "Have you got a boyfriend?" "Are you likely to become pregnant in the near future?" "Do you intend to have more children?" "What does your husband do?" "Does your husband agree to your working?"

A survey of promotion prospects carried out by the equal opportunities group of the NUT West Kent Association has shown that almost one in five women are asked questions about their marriage plans or childcare arrangements, compared with only one in 17 men.

One woman, re-entering full-time teaching, was told at an interview: "You do realize that if you take this job you won't be able to have time off for a hair-do or to go shopping?"

She commented: "I considered this an insult to a professional teacher, said so, and was not offered the post."

Ms Jeanne Evans, equal opportunities officer of the NUT's Kent division, said the survey, which covered 223 teachers in the area of Sevenoaks, Swanley and Edenbridge, showed that nothing had changed in the six years since the NUT had published its major national survey of women and promotion. The West Kent survey had shown that women, although outnumbering

men three to one, had less than half as much chance of achieving the top jobs in schools.

Under the 1975 Sex Discrimination Act, it is illegal to ask personal questions of one sex and not the other, and in 1983 an industrial tribunal underlined this by ruling that questions concerning marriage and children asked of female candidates are discriminatory.

Ms Jean Farrall, head of the NUT's equal opportunities department, said many women felt angry and upset at being asked such questions. Governors and other interviewers needed to be made aware of the law, and the implications of quizzing candidates about their domestic lives, "but education is a very long process".

Any teacher who wanted to take up the issue of having been asked improper questions should bring the matter to the attention of the NUT regional official, who would take appropriate action, she said.

● A booklet setting out the educational and trade union issues surrounding the question of sexual orientation has been published by the lecturers' union, NATFHE.

The document points out that, although the union has a well-developed formal policy on the issue, little progress has been made in persuading local authorities to add sexual orientation to non-discrimination clauses in collective agreements. "It has been argued on many occasions, and often forcefully by members, that sexual preference or orientation is a private matter which should remain private and not concern a trade union," the booklet says.

Sexual Orientation - An Equal Opportunities Discussion Paper, NATFHE, Hamilton House, Mableton Place, London WC1H 9EH.

Pupils' ombudsman set for new ILEA

by Mike Durham

An ombudsman to investigate parents and pupils' complaints about education could be appointed by the new-style Inner London Education Authority when it becomes a separate body later this year.

Both Labour and the SDP/Liberal Alliance are proposing the ombudsman, in the run up to the first direct elections to the authority in May. Both groups also propose a greater voice for parents.

Other changes in the structure of the ILEA - which becomes a separate body after the abolition of the Greater London Council on March 31 - could lead to a new independence for the inspectorate, along the lines of HMI. Labour, currently in control of the ILEA, has still not produced an election manifesto. However, it is taking advantage of the GLC abolition to introduce innovations through its control of the committee structure.

The ombudsman - almost certainly a senior officer within the authority - would have duties broadly similar to the parliamentary or local government commissioner, as a final appeal for disenfranchised parents.

Under the same Labour reorganization plan, the inspectorate will become responsible to the authority and education committee members, instead of solely to the ILEA education officer as at present.

School and college inspections would in future be published. In the past, inspectors' advice had sometimes been "buried" in reports to committee. The SDP/Liberal Alliance this week launched their election manifesto

which calls for greater participation by parents, tougher discipline for teachers taking unofficial industrial action, and a tertiary education plan. Mrs Anne Sofer, leader of the SDP on the ILEA, said the key issues were the quality of education, control of militant left-wing teachers, and the budget crisis.

The spending cuts being demanded by the Government were "draconian, damaging and deeply foolish". The manifesto says the ILEA should have the "best and most exciting tertiary colleges in the country" but concedes that, with the need for consultation, it may not be "immediately possible" to achieve.

It proposes publishing a "league table" of ILEA secondary schools, with comparative information on exam results, school attendance, destination of school-leavers and continuity of teaching.

● Conservative-controlled London boroughs have stepped in to try to prevent the GLC handing more than £40 million to the ILEA when the GLC is abolished on March 31.

The money would go a long way to solving the ILEA's budget crisis. The authority has declared it cannot set a budget, because Government limits mean it will have to make cuts in real terms of £55 million.

Westminster City Council secured a High Court injunction on Wednesday, after the GLC proposed the transfer. Earlier Education Secretary, Sir Keith Joseph, turned down requests for higher rate precept levels for the authority.

Physics shortage move

The Institute of Physics wants immediate action from Sir Keith Joseph to deal with the shortage of physics teachers. In a letter to the Education Secretary, the institute's president, Sir Alec Morrison, says the situation in schools is "catastrophic and worsening".

The institute says there are 500-600 vacancies outstanding for physics teachers - an estimated 1,000 "hidden vacancies" where non-physicists are being used to teach the subject.

Standards are declining within the profession, according to Mr John Lewis, a senior institute member. University education departments are finding it so difficult to fill their quotas for physics graduates that they "tend to take anybody".

More than a third of the places remained unfilled last year and departments could not afford to be selective, said Mr Lewis.

More staff and resources plea to Commons Select Committee

Special needs pressure continues to grow, MPs told

by Sarah Bayliss

The need for primary class teachers to have preparation time away from the classroom is growing more urgent as special needs children are integrated into classes, MPs were told this week.

Giving evidence to the Commons Select Committee on Education, members of the National Council for Special Education spelled out the impossibility of meeting the terms of the 1981 Education Act without extra staffing and resources.

Mr John Garrett, a former head and HMI from Wales, and honorary general secretary of the NCSE, said there was a desperate need for local authorities to provide primary teachers with support services and in-service training on special needs.

Falling pupil numbers had failed to provide extra breathing space for hard-pressed teachers; in some cases the opposite had occurred as age groups were mixed and support staff withdrawn. At the same time teachers were being expected to cope with children who, in the past, had attended special schools.

According to a written submission to MPs, the association believed that, for the Act to work, more teachers and other adults needed to be employed in classes, "where at present one teacher struggles to meet the needs of a full class of children with a wide range

of abilities, backgrounds and personalities".

The submission said all primary schools should have some teachers with experience and qualifications in special educational needs. Members supported the recommendation in the recent Fish Report from the Inner London Education Authority which suggested "clusters" of schools could be grouped together for specialist help.

Mrs Jean Garnett, a special needs adviser from Coventry and a branch representative on NCSE, said she was concerned that peripatetic remedial services had, in the past, undermined the confidence of ordinary class teachers. The message they had got was: "I can't do it so I'm not responsible."

Describing an in-service programme which had been run throughout

Coventry, Mrs Garnett said teachers and heads were far less likely to ask the authority: what are you going to do about this child? "Now they will ring up and say 'We've got a problem and we need to sort it out together'."

Good special schools, which still had a very important role to play with children who could not be integrated, had always involved parents in a child's individual learning programme. This method should be adopted more widely in primary schools.

Governors of primaries should also ensure that children with special needs had been identified. Children frequently admitted to hospital should be the subject of statements under the 1981 Act as their education was "vulnerable".

A "startling" increase in staffing levels among educational psychologists was reported to MPs by the Association of Educational Psychologists.

Mrs Jeanne Currie, county psychologist for Durham, said that although services were still being stretched by the Act, there had been a rise "towards 20 per cent" in the number of staff employed by local authorities. At the time the Act was passed, her association had estimated that it would mean a 30 per cent increase in the workforce.



Muslims in the London borough of Brent, now numbering 15,000-20,000, expect to be a step nearer their goal of opening Britain's first Islamic voluntary-aided school after next Monday's meeting of the local authority's education policy sub-committee.

Councillors will consider a detailed report on the Islamic primary, currently operating as an independent Muslim school - whose supporters are confident that it can meet the requirements to back an application for voluntary-aided status.

If successful, the State would then bear 85 per cent of capital costs and pay teachers' salaries.

If the report is accepted, recom-

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NEWS

Counties reject calls for more central control

by Mike Durham

The constitutional framework within which local education authorities work needs to be clarified if they are not to become even weaker, the Association of County Councils says in a new report.

The Way Ahead - Education claims the strengths of the present local authority system are "formidable", but concedes there could be improvements.

However, it rules out most of the options for changing the delivery of education provision, including greater central government control, a service on the model of the National Health Service, and directly-elected single-purpose L.E.A.s.

The report, one of a series on the future of local government services, is the work of a group of county officers and advisors, chaired by the chief executive of North Yorkshire, Mr John Evans.

The position, responsibilities and freedom of L.E.A.s are being weakened and eroded and their capacity to provide a full service seriously threatened, the officers say.

Unless the trend is reversed, L.E.A.s could increasingly become seen as "agencies" with limited decision-making powers and responsibilities.

One option for change was to take education away from local government and provide direct administration by the Department of Education and Science locally or regionally, or by a separate body similar to the NHS.

But, the report argues, education would then lack local democratic

2% drop in numbers applying for university

by Hilary Wilce

Applications for university places this autumn are down by about 2 per cent on applications received by this time last year. The drop represents about 3,000 applications.

Mr Philip Oakley, general-secretary of the Universities Central Council on Admissions, said it was too soon to say whether the teachers' pay dispute had affected the application rate, or whether numbers would pick up later.

However, he pointed out a drop in the size of the 18-year-old age group this year, and that mature students tended to apply for places later than school leavers.

UCCA's report for 1984-85, released last week, shows a marginal decline in the number of home candidates. Although the overall number of home applicants increased by 1.4 per cent to 176,553, this is more than accounted for by applications to the universities of Glasgow and Strathclyde which for the first time went through UCCA - and the expansion of the University of Ulster.

Overseas applications increased by 13.3 per cent, from 17,186 to 19,468, possibly a result of recruiting drives by the British Council and individual universities, and lower real costs of enhanced fees.

Law, the most popular subject, showed an increase of 17 per cent between 1983 and 1985, while candidates for medicine declined by 7 per cent.

Accounting and business studies showed increased popularity, while economics, English, geography and history stayed steady. Engineering and science candidates showed a growing preference for combined rather than single-subject courses. The demand for computer science courses levelled off, and the demand for single honours language courses fell.

Applications in 1985 tended to be later than in previous years, and there was a decrease in both the absolute number and the proportion of candidates who had received and accepted unconditional offers by June.

In a written answer to Mrs Renée Short, Labour MP for Wolverhampton North East, in the House of Commons, Mr George Walden, minister responsible for higher education, said total applications to study physics at university, as a first choice subject, were down from 2,290 in 1985 to 1,989 in 1986.



Schooling the deaf: ACSET fears teacher shortage.

Teachers of deaf attack ACSET plan

by Susannah Kirkman

Teachers of the deaf have condemned as "naïve" recommendations of the Advisory Committee on the Supply and Education of Teachers (ACSET) concerning teachers of special needs pupils.

The ACSET proposals could lead to a shortage of teachers of the deaf and lower the quality of new recruits, says the British Association of Teachers of the Deaf (BATOD).

ACSET suggests that all teachers of special needs children should acquire specialist training - but only after they have had experience of teaching in a mainstream school. BATOD argues that this would discourage many of the ablest candidates from training as teachers of hearing-impaired pupils.

Specialist qualifications are already mandatory for all teachers of the deaf and most students are eligible for grants for one-year diploma courses after PGCE or BED.

If students postponed specialist training until they had completed some teaching experience, they would need to rely on scarce secondments to support themselves.

BATOD believes that many bright young teachers would remain in mainstream education, as they would quickly be offered responsible posts.

Increasing use of audiology and linguistics in teaching the deaf demands higher standards than ever from teachers.

The integration of deaf pupils into mainstream schools means that peripatetic teachers of the deaf must be capable of explaining the philosophy behind their teaching to mainstream teachers, according to Mr David Braybrook, a member of the committee which prepared BATOD's response to ACSET and head of the deaf department at the deaf school near Brighton, the Dean Hall School.

Three-quarters of all teachers of the deaf are already working in mainstream education.

Dwindling numbers of students training to teach the deaf would also threaten the survival of well-established courses, Mr Braybrook said. And this shortage could force the Department of Education and Science to waive the requirement of a specialist diploma for all teachers of the deaf.

BATOD thinks Sir Keith Joseph will act quickly on the ACSET recommendations and will not make any exceptions about experience in mainstream schools for teachers of deaf or blind pupils.

L.e.a.s back 4-term year

by Geraldine Hackett

A four-term year would enable better use of school time, says a second discussion document from the Association of County Councils.

It says shorter terms would lead to more effective performances from pupils and less absence in the autumn, which under the existing system is the longest term.

The only national co-ordination needed to implement the change would be the need to shift the exam period forward two weeks and shorten it to six weeks. The end of a long summer break

would allow parents to take off-peak holidays at cheaper prices.

Other gains suggested in the document *Education on Even Terms* include an end to over-long summer breaks; shorter, more even and less stressful terms; an end to the "dead" post-examination period for secondary schools in the summer term; a better distribution of work; and a more effective use of teaching time.

Education on Even Terms is available from the ACC, Eaton House, 66A Eaton Square, London SW1W 9BH, price £1.

Child care charter

A charter for voluntary child care organizations has been drawn up by the 50 organizations that meet under the umbrella title of Child Care.

The groups - which range from Gingerbread, the parents' self-help group, to residential children's homes - have agreed a common statement setting out the high priority of children in the provision of social care.

Under the charter, the organizations have agreed to assist parents achieve an improved quality of life for themselves and their children; recognize particular needs of children and young people from ethnic minorities; ensure that, wherever possible, boys and girls are cared for together and by both men and women and ensure that children will grow up in family care, unless it is essential that does not happen.

Miss Mary Joyson, former senior director of Dr Barnardo's who chaired the Child Care working group, said at the launch of the policy statement: "Because we believe that it is within families that the needs of children and dependent young people are most likely to be met, it is important to enable families to form their own networks of mutual help, for example in informal groups within the neighbourhood."

Arson conspirator back on pay roll

A Sheffield teacher, jailed for 12 months for her part in a failed arson attempt by animal rights activists, is being taken back on to the pay roll by the education authority.

Ms Shirley Clark is to be offered a temporary job within the education service pending a decision by Education Secretary, Sir Keith Joseph, on whether she can continue to teach.

The post is likely to carry an equivalent salary to her former job as joint head of social and personal studies at Waltham secondary school, but will not involve direct classroom contact.

A future teaching job will depend on Sir Keith's verdict, expected at the end of this month, but it is unlikely Ms Clark will return to Waltham.

A confidential report prepared for Sheffield's schools sub-committee describes Ms Clark as an innovative teacher with an excellent record. It concludes that she is unlikely to become involved in similar activities again.

Ms Clark was found guilty of conspiracy to commit arson after a failed arson attempt at part of Leeds University's medical school where animal rights campaigners believed experiments were being carried out on

animals, she pleaded not guilty. Since her release in November she has been suspended without pay.

The report does point out difficulties about restoring Ms Clark to her former post. "As a teacher of personal and social education, she is working within a particularly sensitive area already and one in which the confidence of parents is extremely important."

Part of her teaching included handling peace education and political education. The work on peace education included material on pressure groups and discussion about the morality of direct action.

ILEA gives pupils, parents say on profiles

Pupils and parents can be involved in drawing up pupil profiles, says guidance issued by the Inner London Education Authority.

Developed by a sub-group of the Inspectorate Committee on Assessment, the framework recommends that schools adopt simple schemes which do not take up a great deal of time. Profiles differ from examinations by recording achievement and in include extra-curricular activities.

"One of the key ways in which profiles differ from traditional examinations is the emphasis given to

positive aspects of achievement without restricting the record to a bland acceptance of mediocre achievement," say the guidelines.

Where achievement has been limited, the profile should detail that, but in a positive way. "Thus, it is expected that the giving of diagnostic information should be included in an assessment session, together with suitable advice on how to assist further learning or development."

Pupils should be encouraged to negotiate their own profiles and parents should be allowed to question,

agree or add to entries.

Ten major areas are listed for profiles: communication and learning (cross-curricular) skills; knowledge; understanding; analytic skills; symbolic; practical skills; creativity; application of aesthetic aspects of personal and social skills and pupils' activities and achievements out of school.

* Profiling in ILEA secondary schools is available from ILEA Research and Statistics Branch, Addington Street, Annex, County Hall, SE1 7UY.

RM NIMBUS WINDOWS WIDEN YOUR VIEW

Windows,* the latest software advance from Microsoft, lets you look at computing in a new light - and RM Nimbus, with its brilliant graphics, makes the most of this new facility.

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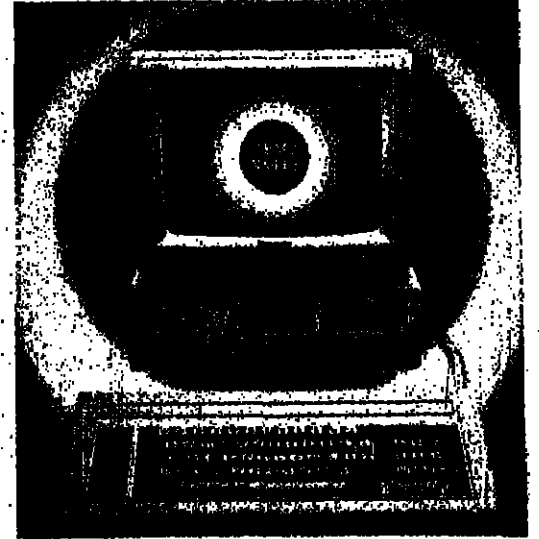
You can create reports by pasting in different data from different packages by different suppliers. For example, you can write text with MicroPro Wordstar* and integrate it with spreadsheet figures from Microsoft Multiplan.* And then illustrate your

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For further details and a Guide to Membership, please contact: The College of Preceptors, 44/45, Museum Street, London WC1A 1AB.

NEWS

Biddy Passmore sifts through statistics, just re-released, which show the state of education in Britain in the 1880s

Sweatshop child labour the reality of Victorian values

Those who like basking in nostalgia for the Victorian age might be brought up short by some facts and figures just published by the Government.

The statistics, which cover 1870-85, describe a period which had enviable features. Income tax stood at 2p in the pound and the 19th century equivalent of the public sector borrowing requirement (an expression happily unknown at the time) never exceeded £3.9 million. There were nearly two million horses on Britain's farms - and no cars anywhere.

On the other hand, the minimum school-leaving age was 10, one in 10 textile workers was a child under 13, and many children, for instance in Lancashire, sweated their way each day through six or seven-hour factory shifts as well as dragging their weary limbs to school, a double burden not outlawed until 1918.

The period certainly saw rapid educational advance, however. Between 1870 and 1885, the number of primary schools rose from 11,500 to nearly 22,000 and the number of children they

could accommodate grew from two million to nearly five million. Spending on teacher training and schools inspection also increased rapidly.

By the end of the period, there were primary school places for 16 per cent of the 31.4 million British population, compared with primary and secondary places for 17 per cent of today's UK population of 56.5 million.

But the average number of pupils in attendance, while more than doubled from 1.5 million to 3.8 million between 1870 and 1885, was always well short of the number of places: child labour, disease and lack of transport saw to that. Nor did it show a marked increase after the Education Act of 1880, which made elementary schooling compulsory for the first time.

School inspectors seem to have had a marked effect on attendance, however. Numbers shot up when they came to call - to 4.5 million in 1885.

There was a steady increase in the number of school-age children working in factories up to the mid-1870s and then a fall to the mid-1880s, with an average of some 30,000 boys and

50,000 girls under 13 working in factories over the period. Not until 1876 was the employment of children under 10 banned.

In 1883-4, local spending in the UK by school boards was £5.75 million, less than 10 per cent of total local spending of £64 million.

One hundred years later, the money spent by L.E.A.s in England and Wales alone was nearly 2,400 times greater, at £13.75 billion. And that sum represented a far higher proportion - 30 per cent - of local spending.

Meanwhile, the number of pupils had increased two-and-a-half times, to 9.5 million in the UK and the number of schools had risen to 36,505.

But the figures do not say how many teachers were employed to instruct the 3.8 million pupils a century ago.

A special facsimile edition of the statistical abstract of 1886, published to mark the bicentenary of Her Majesty's Stationery Office, accompanies the 1986 Annual Abstract of Statistics for the United Kingdom, which is available from HMSO and good book shops, price £17.50.

... while Hilary Wilce finds the classrooms built then are alive, but not so well, in Lancashire

£45m bill to stop schools falling down

Broken slates, dry rot, leaking roofs, vandalism... Lancashire education authority has become so worried about the crumbling state of its school buildings that it has put together a video and information pack showing the scale of the problems, and the money it needs to put them right.

The video has already been shown to MPs representing Lancashire constituencies to urge them to press the Government for more money. It is now being used to inform parents and other local groups why schools are in such a bad state.

The county's director of property services has scrutinized every school, and estimates it will need an additional £45 million over five years to spend on planned maintenance - repairs over such as mending broken windows. But for every year necessary work is deferred, the cost of upkeep mounts yet more.

As the authority points out: "The size of the backlog, non-programmed work is increasing. This generation is handing over a more decayed and more rapidly decaying stock than it inherited."

Lancashire has particular problems; it is a big county, with a lot of schools,



Boarded up: one Lancashire school

and one in three built before 1900. On the coast, buildings suffer from the effects of sea spray. In the east of the county, close to the Pennines, it is particularly windy and rainy.

But Mr Ray Marriott, principal education officer for planning and development, said all education authorities were facing the same problems. "It's just that we've got round to setting it out like this."

Children of Burnley Wood school, in Burnley, which was closed because the building was unsafe (TES, February 7), were this week settling into new classrooms at two neighbouring schools. The four junior classes have been moved to Coal Clough junior school, and the three infant classes to Todmorden Road county primary school. Parents have been told that these arrangements will continue until the summer.

Conference postponed

by Mike Durham

A special conference on the future of Church schools, planned by the Society for the Education of the Church, has been postponed because of disagreement over the correct policy for voluntary-aided education.

The conference on February 22 was to have considered a 100-page document, *All Faiths in All Schools*, drawn up by an interdenominational working party chaired by the SEA's president, Ms Caroline Benn.

The document recommends a low-key policy of "harmonization" of the dual system of state and voluntary schools over a long period, but stops short of calling for the abolition of Church schools as such.

However, resolutions sent in advance of the special conference by Wigan and Southwark branches and by

an individual SEA member, Mr John Curledge, propose a more hard-line approach.

The Wigan resolution calls for an end to "voluntary" schools, and "substantial and immediate" harmonization. Mr Curledge calls for the abolition of voluntary schools.

Opponents of voluntary schools were presented with a summary of the working party report at an expert committee voted not to go ahead with the event.

The SEA has told participants the conference has been postponed to await printing of the full report and resolutions so all the options can be properly discussed.

The executive is expected to set a new date for the conference this year.

Board turns down contract rights for YTS trainees

Youth Training Scheme trainees should have no contractual rights, the Youth Training Board decided this week.

It ruled that the agreement which will set out the conditions and training to be provided for each trainee should not be legally binding.

Great stress has been placed by Mr Geoffrey Holland, the Manpower Services Commission director, and his colleagues on the trainee agreements, which they have promised would clearly establish and safeguard each youngster's rights and be a key element in ensuring they were not exploited.

But the board was asked by officials at its meeting on Tuesday whether the agreement should be drawn up as an ordinary contract or carry a disclaimer saying it was not legally binding - and opted for the disclaimer.

It also rejected the idea of a standard contract, and decided that it should be left to each employer to draw up a form of agreement, basing it on guidelines to be provided by the MSC.

Mr Malcolm Ryan, chairman of the British Youth Council, argued that the agreement would do nothing to protect trainees' rights if they were not legally binding, and was strongly supported by Mr John Pardoe, head of Sight and Sound, the big office training agency, who said that any employer worth his salt ought to be ready to accept a legal obligation to deliver what he was offering.

But his CBI colleagues were against the idea, and so was the TUC, whose representative argued it was better to

leave trainee conditions and rights to be negotiated and defended by the unions concerned. Miss Vivien Stern, who represents the voluntary agencies, which will be affected in the same way as employers by trainee agreements, stayed out of the discussion.

Mr Ryan said after the meeting: "The TUC, in their determination to defend their patch, seems to have forgotten that the majority of YTS youngsters have been working in places where there is no effective union organization. We can only hope that the Manpower Services Commissioners themselves will reverse the decision." That is unlikely, since the CBI and the TUC form the biggest block of commissioners.

Mr Dermot Dick, Institute of Careers Officers spokesman, said the careers service regarded legally binding agreements as a double-edged weapon, which could chain youngsters to unsuitable training if employers refused to let them leave.

A warning that MSC tardiness is threatening to lose the YTS large numbers of voluntary sector places was given to the board by Ms Stern.

She said that because the agencies had still not received their contracts to operate projects, many including her own organization, NACRO, were losing key staff, some of whom could not be replaced in time for the start of the scheme in April. There was every risk that the YTS would not be a universal scheme, she warned.

MSC officials said that the contracts were being printed this week.

Careers cuts to hit local chiefs

The Department of Employment's careers service branch, which supervises the local education authority careers departments, is proposing to dispense with most of its regional chiefs.

Five of the seven regional representatives, principal civil servants who co-ordinate the work of the careers service throughout England, are to go, leaving their small staffs led by junior officials.

The principals have represented the careers departments in dealings with the Manpower Services Commission's regional directors, planned in-service training, and co-ordinated specialist groups and services.

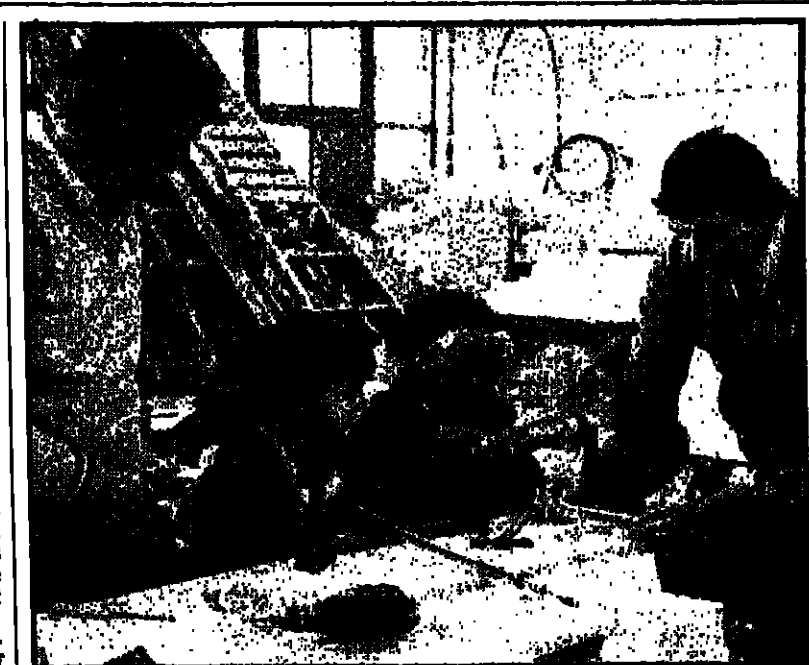
Departmental sources say the cut-back is part of a crash programme of economies, but an official spokesman this week claimed it simply reflects a new view of the branch's role.

He said: "It is felt the careers service has now become mature and experienced and no longer needs close supervision. The changes are designed to enable us to concentrate efforts on promoting the efficiency of the careers service."

A spokesman for the Institute of Careers Officers, which has written to Lord Young, the Employment Secretary, protesting against the weakening of his department's support for the service at a time when it faces bigger than ever tasks, was incredulous. He said: "This simply means that the local authorities will be faced with the cost of doing things which central government is abandoning."

He added that the idea that the two remaining principals could handle training throughout the country was ludicrous.

Edited by Mark Jackson



A new centre to build links between primary schools and industry is to be launched next week with funding from the Department of Trade and Industry, writes Sarah Bayliss.

The centre will open at the Polytechnic of North London, which is already a local focus for teachers and students interested in exploring the world of work with young children.

Pictured above are children from Hugh Middleton primary school in the City, who were introduced recently to a carpenter's workshop by Dr Alistair Ross, a principal lecturer at PNL's department of teaching studies and director of the new centre.

Dr Ross said: "Getting behind the scenes like this lets children discover how workplaces are organized. They can talk to people, as they work, about their skills, working environment and relationships."

A grant of around £36,000 from the Department of Trade and Industry will be used over the next three years to fund a teacher fellowship attached to the centre.

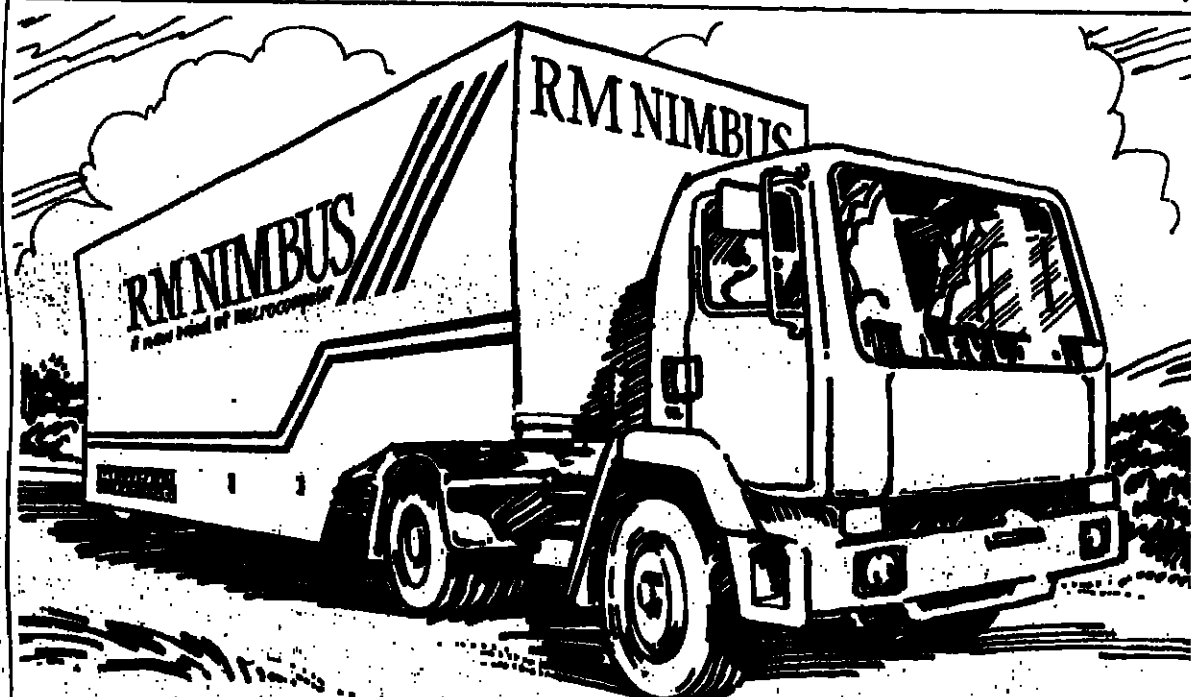
The first appointment is currently being advertised nationally and will involve a primary class teacher joining PNL on a one-year secondment.

The centre, which aims to co-ordinate links between local schools and workplaces, has an advisory committee including representatives from the TUC, CBI and local authorities. It meets for the first time next Monday.

Dr Ross said: "Children see their parents going off to work, they see items on the news about industry, and they see people at work in shops and on the streets everyday. We want to help them understand what the world of work is really like."

Next term, the first stage of the main project will begin with top infant and junior-aged children from ten inner London schools. A class teacher in each school has volunteered to make links with a local business - such as a garage, shop or factory - with the help of five BEED students and their tutors.

Dr Ross said: "The idea with this is to combine initial training, INSET and curriculum development in schools."



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NEWS

The Government's Green Paper on the future of higher education has met almost universal condemnation from the 400 bodies, great and small, that have formally responded to it. Last month, as the consultation period ended, the university vice-chancellors and the polytechnic directors launched a twin-pronged attack on what they said was a total failure to take into account the true needs of the country over the next 15 years. As Hilary Wilce reports the last few responses echo the dismay and anxiety felt in all quarters at the cost-cutting plans.

Warning against new cuts to campus history teaching

University history departments, already hard hit by cuts over the past 10 years, could not operate properly in the face of more economies.

Some periods have been particularly weakened - early modern history, American history, and Asian history - and both experts and new blood have been lost to the subject, according to the Historical Association.

In one department, it says, which had 21 staff at the beginning of this academic year, no additional appointment has been made since 1976, and no replacement appointment since 1979. The department is left with only three staff over 50, and none under 35.

"The damaging effect of such random surgery, and of such age-bunching upon the health of history departments hardly requires elaboration," the association says in response to the Government's Green Paper on higher education. "Intellectual leadership and new blood are both in short supply, when the need for both was never greater."

The association says that if the same financial squeeze is continued into the 1990s, universities and other institutions of higher education "will be so weakened... they will be unable to function properly."

It calls for history funding to remain level, or if that is impossible, for the overall funding of higher education to remain level, with some shift in favour of technology and vocational courses, as set out by the Government. But it says that a reduction of funding, plus a shift to technology courses, is not possible without disintegration.

The last few responses to the Green Paper - the closing date was the end of last month - all add their voices to the overwhelming chorus of dismay and dissent that has greeted the document, *The Development of Higher Education into the 1990s*. In all, about 400 responses have been received and a

White Paper is likely to be published before the end of the year.

The Church of England, whose recent report on the inner cities criticized the Government's policies, has again taken a highly critical stance in its comments.

Even the title of the Green Paper is a misnomer, its Board of Education says. "The paper's content is concerned not so much with the development of higher education as with a reducing level of financial support from public sources and to ensuring the maximum benefits to society at large from such reduced support."

It adds: "The paper as a whole offers neither inspiration nor vision for educational development in the tertiary sector."

The board accepts that higher education should give value for money but is sceptical of the performance measurements contained in the Government document. "To attempt to relate the benefit of a course as it affects the individual undertaking it to the cost of that course is to attempt to hold together two unrelated factors."

Government intention to provide 4,000 additional places for science and technology is welcomed but it is regretted that these will be at the expense of some 5,000 places in other disciplines.

The Social Democratic Party says the Government's projections of student numbers are "nonsense", and seriously underestimate future demand.

Among the faults of the analysis are that the figures assume that children of non-graduate parents will cease to aspire to a university place, and that the upward trend in the participation in higher education by women will stop.

The SDP also criticizes the Green

Paper for failing to provide a framework for the improvement of national economic performance by allowing for too few graduates; not addressing itself to the fundamental questions of how students can be encouraged to switch from arts to sciences; keeping too tight a rein on research funds; and not suggesting ways universities can build closer links with industry.

It points out that the Government offers no policy for the future of the "binary line" between universities and public sector higher education; no proposals on student finance; and no discussion of whether or not a new policy of stratifying of universities into research institutes and liberal arts colleges is implicit in the paper's proposals.

The Engineering Council, in its response, proposes that universities and polytechnics which raise money on their own should be rewarded with more funds from the Government at the expense of less enterprising institutions.

The Confederation of British Industry says the cuts in higher education have gone far enough. A further financial squeeze would simply increase the "brain drain" from the universities and polytechnics.

The CBI also casts doubts on the Government's projections of a falling demand for places in higher education in the next decade.

The Association of Heads of Polytechnic Student Services has written to the Department of Education and Science urging that an independent committee be set up to devise a system of student support. While this review is underway, it says, the proposal to withdraw student entitlement to benefits should be taken back, and grants should be increased in accordance with the retail price index.

There is little incentive to study unfashionable subjects for which there is a market demand, nor any pressure against taking courses which offer no prospect of employment.

The report points out briskly that no one else embarking on adult life gets the financial support students receive. "If every teenager leaving school were to be given a free gift of several thousand pounds to invest in whatever form of business caught their fancy, the result would be a massive waste and very high failure rates... yet that, in effect, is precisely what we do in the case of higher education."

Even though the average cost of a university degree varies between £12,000 and £14,500, without maintenance, a loan to cover all a student's costs would be desirable, it suggests. However, it accepts this might be politically unrealistic.

Student unions should not be publicly funded, Mason says, nor should students be under any legal obligation to join them.

Research funding should come from as many different sources as possible. Many should be private, but the system of public funding also needs a radical shake-up. Either a new formula could be established for allocating money to institutions, or else a type of state scholarship scheme for post-graduates could be introduced - allowing them to take their ward to the institution they felt offered the best opportunities for their research.

University Challenge: Higher Education in the 1990s by Douglas Mason. Published by the Adam Smith Institute, 2 Abbey Orchard Street, London SW1E 2JX. Price £9.

Tory peer wants inquiry on politicization in schools

by Biddy Passmore

The Government should set up an inquiry into the politicization of education, and in ways that protected pupils and parents from victimization, Baroness (Caroline) Cox said in the Lords last week.

Lady Cox opened a debate on political bias with a speech in which she attacked targets ranging from "mob hooliganism" in universities and polytechnics to the Inner London Education Authority's anti-racist and anti-sexist policies - taking in world and peace studies, and the opponents of Mr Ray Honeyford on the way.

The Tory peer expressed deep concern about recent violations of free speech on Britain's campuses but even greater worries about the recent vice-chancellors' paper which suggested that speakers should be banned if universities could not guarantee to keep order.

She declared: "If our academics condone censorship we are on a road that once led to Nazi Germany and now leads to totalitarianism such as that found behind the Iron Curtain."

As for peace and world studies, she said they were often taught in such a biased way that many young people were led to believe there was at best a moral equivalence between the democracies of the West and the closed societies of the Soviet bloc.

Lady Cox was speaking the day after Sir Keith Joseph, the Education



Baroness Cox... attacks ILEA Secretary, had issued for consultation a draft statement on the treatment of political issues in the classroom.

It said teachers should be ready to tackle politically contentious issues, but should acknowledge any personal bias, always distinguish between fact and opinion, and make it clear that, in matters of opinion, views other than their own could be legitimately held.

This was not enough for Lady Cox who said the statement was "very limited" and would need considerable strengthening before meeting the concerns she had expressed.

But the Earl of Swinton, speaking for the Government, said students believed that the education service was a long and honourable tradition of upholding the principles of a free and open society and that all parties in the service agreed this should continue.

Ulster warned on curriculum barter

by Carmel McQuaid

A plea to take curriculum review and development off the teachers' bargaining counter has come from the Northern Ireland senior chief inspector, because of fears that the current standstill on such work has threatened the whole fabric of education.

Mr Ivan Wallace called on delegates at the annual meeting last week of the Northern Ireland Federation of Schoolmasters/Union of Women Teachers' Northern Ireland Federation to open their eyes to the true cost of their apparent victory - which had stopped work on primary guidelines and had the 11-16 review dropped in four schools out of five.

Yet at the same time, Ulster pupils were doing less well in comparison with Great Britain. Programmes of work were falling out of step, and progress towards replacing "clutter" with more relevant content and activities had slowed.

The case for extra resources for curriculum development had been substantially weakened. Schools' commitment to effect improvement could now be questioned by those outside the education service, whose support and goodwill was vital.

But the greatest danger of this pattern still lay ahead, Mr Wallace warned. Colleagues in Britain had reported that teachers, who had previously responded to pressures for employment, were now used to the idea of curriculum development as a negotiable option to be undertaken only if conditions were right.

The message has got through that it may not be as important as they thought," Mr Wallace said.

To ensure the future of curriculum development, he called for

"wholehearted backing" to primary guidelines and the 11-16 programme on the move again, since a stop-start or only half-hearted effort in change would be of no use.

"If schools can see something better, something that would develop and enhance teachers' professional role and enthusiasm in what they are doing, something that is important enough to be taken out of the negotiating arena, their claim for resources to allow them to do it would become the more powerful," he argued.

Mr Wallace added: "I believe that the 11-16 programme and the primary guidelines initiative, if adequately resourced, implemented and followed through, could be the most effective means of bringing liberation to the whole 5-16 curriculum from the shackles in which it now finds itself bound."

"The curriculum in very many of Northern Ireland's schools is not good enough, not balanced, and not sufficiently relevant to the needs and interests of the children. We are doing the best we could for children in the primary or secondary sector."

Certain deficiencies of the curriculum met with scathing criticism from Dr Brian Mawhinney, Education Minister, who, as well as emphasising the crucial role schools have to play in industry Year 1986, highlighted the neglect of craft, design and technology by many of Ulster's most able pupils.

He said that, considering the province's high unemployment, "disappointing evidence" existed that most schools did not see career guidance as a priority.

DES seeks pact on high tech

The DES this week called for an agreement on the role of new technology in education.

Mr Philip Lewis, a principal in the schools branch of the DES, told the National Association of Advisers in Computing Education that such an agreement would also cover the integration of new technology in schools.

In a speech in Newcastle he said there was no clear agreement on specific

benefits of new technology nor was the priorities clearly defined. "We must have more definition, clarity and agreement if we are to make real advances."

He called on the professionals at local level - advisers, head teachers - to spearhead the change in the way new technology affected the curriculum, although the Government would help with funding from the Microelectronics Support Unit for curriculum development.

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OVERSEAS

Strikes call after new deal row

IRISH REPUBLIC

A new round of strikes is likely in Irish schools following a vote in the Dail (parliament) last week to modify a 10 per cent pay rise for primary and secondary school teachers.

The arbitrator for the public services had recommended a 5 per cent rise from last September and a further 5 per cent from next month.

In the past such awards were automatically paid but on this occasion the Government said it could not afford the increase as recommended because of the poor state of public finances.

Instead it decided to pay the increase in three equal phases in December 1985, December 1987 and July 1988 - but without any "retrospection" (back pay), which would have cost an extra IR £110 million (£25.656 million).

The offer was rejected by the unions who said it represented a serious breach in the conciliation and arbitration scheme.

Under the scheme, a vote in the Dail is needed if the award is to be modified or deferred. The teachers mounted a massive lobby campaign of all MPs but the motion to modify the award was carried by 82 to 70 votes last Thursday.

The following day, the unions released details of a public opinion poll which showed that the majority of parents backed the payment of the award and believed the teachers handled the dispute better than the education minister, Mrs Gemma Hussey.

The teachers had already gone on a series of one-day strikes last term but had not apparently lost much public



Gemma Hussey: double problem

support.

Last Saturday, they held special delegate meetings which mandated union leaders to hold strike ballots on a wave of three-day stoppages up to the annual Easter conferences which will then discuss further action including a threat to boycott national exams in June.

The average teacher's pay is around IR £14,000 a year but like other public service workers they are very highly taxed. Primary and secondary teachers are on a common basic scale and their three unions have joined forces to secure a reversal of the Dail vote.

Meanwhile, Mrs Hussey faces trouble over another decision which was also announced last week - the closure of a teacher training college in Carysfort, County Dublin.

The 109-year-old Catholic training college is run by the Sisters of Mercy who are furious at the sudden decision to close but the minister says the closure is necessary because the school-going numbers at primary level have peaked.

John Walsh

Blacks return to school in atmosphere of violence

SOUTH AFRICA

Susan Fleming on the parents' demands being made in Soweto

Pupils have returned in droves to South Africa's black schools in response to calls by parents' groups throughout the country.

They flocked back on January 28, after a three-week delay to allow the authorities time to repair buildings damaged in last year's riots and to enable parents, pupils and teachers to get themselves ready. The delay had been agreed at a historic national conference at the University of the Witwatersrand in Johannesburg, organized by the Soweto Parents' Crisis Committee.

But the return to school, described as "encouraging" by black community groups and the Department of Education and Training, was marked by a tense atmosphere and incidents in some areas.

In Soweto, intimidation was reported at some schools. Bands of youths claiming to be members of various student groups forced children out of school and demanded that parents let them address pupils.

In Munsieville Township, near Johannesburg, several pupils were held briefly by police as they were going to school, apparently because they were boycotting the bus and walking to school. It is understood that the police later called a bus, bundled them in and escorted them to school.

Pupils also streamed back to the coloured and black schools in the Cape peninsula, in response to calls from 137 Cape-based organizations.

A spokesman for the Soweto committee, the Rev Molefe Tsele, warned that the next few weeks would be

critical for the black schools.

The issue of exams would have to be resolved soon, Mr Tsele said. Despite a call for the Education Department to postpone them from February to March, the department had not responded.

The turning point in black education will be at the end of the first term, when pupils and the Soweto committee meet to discuss progress on a list of demands made at the National Education Conference in December.

The Government was given until the end of the first term to respond to the demands or "face appropriate action".

These included reinstatement of dismissed teachers and those who had been forcibly removed; withdrawal of the South African Defence Force from the townships; and removal of the ban on the Congress of South African Students.

Other demands were for the release of all detained students, pupils, parents and teachers and for the lifting of the State of Emergency.

If these demands are not met, South Africans can expect another year of classroom violence.

Meanwhile, despite a statement by Mr P W Botha, the President that apartheid was "obsolete", the Minister

of National Education, Mr F W Klerk has made it clear that the National Party stands by its policy of separate facilities for the different racial groups.

Mr de Klerk said in Parliament that there were certain fundamental matters inextricably bound to group identity. The most important of these was that each group had to have its own residential areas, own schools, and institutions and systems within which the group could maintain its character and handle its own group interests.



P W Botha: apartheid obsolete

provinces where the guerrillas are strongest, Bahr el Ghazal and Upper Nile.

Equatoria, the third province of South, is fortunate in that its schools have not been drastically curtailed by the war. But its citizens feel that education continues to suffer from northern control.

For example, a child going to a rural school is supposed to change his medium of instruction three times in his 12-year career. He studies in his vernacular for the first three years, switches to English for the last three years of primary school, and then changes to Arabic for three years of intermediate school. In his 10th year, he enters secondary school and reverts to English.

Perhaps the worst aspect of northern control is found in the types of examinations that Khartoum sets, and the influence of these exams on studying.

According to Mr Emmanuel Lido, Equatoria's director-general of education, "The Islamic style forces pupils to learn by rote. A child is not made to think. He is made to cram things into his head."

Mr Malcolm James, a British Council teacher, recently spent 30 minutes explaining the theory of electricity to a secondary class. Desperate for feedback, he finally said he would not ask another word until a question was asked. One student got up, pulled out a battery and said: "This is a waste of time, we should be asked to explain the model answers to exam questions."

Educationists are aware of this version, but they are powerless to change it. The Ministry of Education in Khartoum.

But Sudan's first democratic elections in 18 years are due to be held before April 26. If the Sudan can get some education-minded representatives to Khartoum, and if they procure decentralized control of education, then its own exams system, which is based on rote learning and memory, might change.

Considering the overwhelming problems in the region, the person British Council team sent to Khartoum to look at the situation rather measure contribution.

Compared to what you could find on education in the South, Sudan is very small," said David Feller, English language officer at the British Council in Khartoum.

"But we cannot staff all the primary schools. All we can do is try to train primary-teacher trainers."

Attack on unions by Education Secretary

The genteel war between America's two main teaching unions shows no sign of abating. The American Federation of Teachers currently boasts that it has won 79 out of 138 elections in the past 12 months to decide which union should represent teachers in pay negotiations.

"People are joining the AFT because we have been out front on every major issue in education, and they support our efforts," said AFT president Albert Shanker.

But the federation, with 610,000 members, still has a long way to go to catch the 1.7 million - strong National Education Association, whose politics are well to the left. NEA spokesman Howard Carroll claimed last week that they expected to enrol 20,000 more members this year. "The proof of the pudding is in overall growth," he said.

Meanwhile Education Secretary William Bennett has been helping to unify the warring classroom factions with an outspoken attack on both unions. Strikes and complaints by union leaders, he said in a newspaper interview published last week, had given the teachers an image as "hang-down-the-mouth complainers who don't like children, strike at the drop of a hat, who are always screaming for more money, and who are generally put upon and willing to tell you so every time you talk to them."

"Teachers are frankly better and more sensible human beings than the impression you would get from listening to some of their union leaders," Mr Bennett added. "A lot of those people who speak for them simply do not."

He accused Mr Shanker and NEA president Mary Hatwood Futrell of "behaving very badly right now."

Given that Mr Shanker, at least, has been highly supportive of many of Mr Bennett's reform proposals - not least on competency testing for teachers - the judgement seemed a little hard.

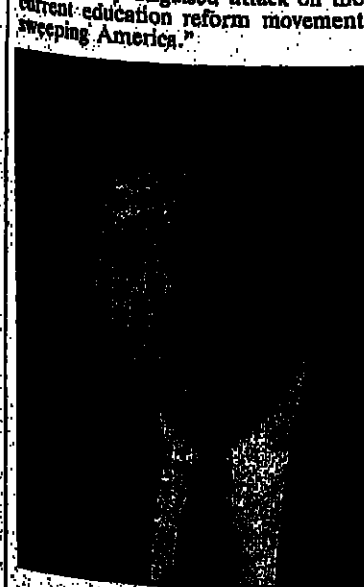
The response of the AFT to the Bennett interview, published in a New Jersey paper and repeated in the Washington Post, was immediate.

"It's worth noting," said the union's statement, "that Secretary Bennett would make remarks which are in conflict with those of his boss, President Reagan. It is President Reagan who has praised the AFT for its 'fair, open-minded approach to encouraging good teaching and good teachers' and who has said the AFT was 'providing an example of positive leadership and winning respect for the teaching community'."

"The AFT takes great exception to Secretary Bennett's comments and would point out the inaccuracies inherent in his remarks."

"With reference to teacher strikes, he is dead wrong. One only has to look at the facts. This year, teacher strikes are at their lowest, mark in 10 years, having dropped a record 10 per cent."

"With business leaders like Mr Reagan, governors like Mark White and Perot, together to upgrade education, Bennett's statements actually constitute a subtly disguised attack on the current education reform movement sweeping America."



William Bennett

The benefits of returning to the basics

UNITED STATES

The effective schools' movement inspired by Britain's Rutter Report appears to have had a dramatic effect on inner city pupils' test scores. Bill Norris reports.

The American educational buzz-word for 1986 looks like being "effective". It sounds less grand than "excellence", which dropped from every official lip in 1985, but it does have something going for it. Unlike "excellence", which never seemed much more than a mirage in the context of American schools, the "effective school" already exists. And what is more, it works.

On current estimates there are more than 2,000 "effective schools" in the United States. They are found mainly in inner cities, with high concentrations of students from low income families, often black or Hispanic, and a drop-out rate which used to be horrendous.

Before the new system was adopted, pupils at such schools, especially blacks, were turning in standardized test scores well below those of their white suburban peers. No more. They are now showing such a degree that educators are beginning to suspect that they may have been wrong in blaming "socio-economic factors" for the disparity. It may, after all, have been the fault of the schools, and the teachers.

There is nothing very revolutionary about the concept. Indeed, counter-revolutionary might be a better term. It starts with the hiring of a strong headteacher who can set a strict but caring tone in a school, and then involves five main principles:

□ a clearly stated school mission to raise students' reading and mathematics test scores.

□ explicit requirements and goals for every class, including rewards for work well done and penalties for poor performance.

□ a uniform basic curriculum.

□ a method of instruction that requires teachers to expect the same high standard from each student. Teachers are evaluated and trained in an attempt to alter preferential attitudes towards some children.

□ active parental involvement.

The idea, which represents a total reversal of the so-called progressive

educational reforms which spread through American schools in the 1960s, actually springs from *Fifteen Thousand Hours* by Michael Rutter - a study of London schools, published in 1979. It was taken up by Professor Dale Mann of Columbia University teachers' college, who founded the National Council for Effective Schools. Having re-invented the wheel and found it good, Professor Mann has been proselytising the doctrine ever since.

The results have been impressive. At the Franklin School, in one of the most depressed and depressing neighbourhoods of Newark, New Jersey, 80 per cent of pupils are Hispanic. Seven

The greatest gains were among the black students whose performance improved by 229 per cent

years ago only 22 per cent of them scored at or above the national norms in reading and 31 per cent in mathematics. Today those test scores have increased to 77 and 80 per cent.

Duval County, Florida, adopted the principle for all its schools, and their 98,000 children moved from 56th place in the statewide ratings to the very top. The greatest gains were among the black students, whose performance in the state mathematics and functional literacy tests improved by 229 per cent.

25% pay rise sought for Maryland teachers

Alarmed by a potential shortage of 9,000 teachers by 1987, the State of Maryland may be about to do what the teachers' unions have been demanding for years: pay them more money. A lot more money. At a total cost of just under \$1 billion (\$726 million), it is being proposed to raise salaries by 25 per cent, and starting pay by considerably more.

Under a scheme outlined by the state's school superintendent, David Hornebeck, a teacher starting work in Baltimore would earn \$23,846 (\$17,150) by 1990 - compared with the present initial salary of \$15,643 (\$11,250). Other, less pressured, districts would have slightly lower starting pay, but none would be less than \$22,000 (\$15,825). About 10 per cent of the money would be devoted to an incentive scheme to draw teachers to specific schools or areas.

Maryland employs about 38,000 teachers and currently ranks eighth in the national pay league. Growing school enrolments and considerable numbers leaving the profession have led to the state's teacher training colleges producing no more than one third of the new teachers needed.

The state board of education is supporting the new pay proposals, but they still have to pass the general assembly where support is likely to be less enthusiastic. "It's not a sure thing," said one member of the senate budget and taxation committee. "We

just don't have the money for that kind of programme without some kind of major tax increase."

Judging by other events in Maryland last week, the scheme may not be sufficient to satisfy teachers either. When the Montgomery County Board of Education jumped the gun in an effort to recruit more teachers - and offered to raise starting salaries by almost \$3,000 a year - the offer was curtly rejected by the local union on the grounds that it benefited only one group of teachers.

"The offer is unfair, divisive and destructive of the morale of teachers currently employed," said Mark Simon, president of the Montgomery County Education Association. "Our position is very principled. Basically, the board wants to solve its problem without dealing with any of the problems and concerns we are raising. We want to start discussions on salaries, period."

A recent union survey of Montgomery teachers indicated that 40 per cent were seriously considering leaving the teaching profession. They cited low pay and poor working conditions.

The union rejection of the offer has been met with incredulity by the board. One member, Sharon Difonzo, said this week: "I am flabbergasted that they turned us down. It's a freebie. It's a gift. It does not cost them anything and we are not asking for anything in return."



Made to do the books... black achievement is rising as a result

New York city increased the percentage of its elementary schoolchildren testing at or above the national norms from 33 per cent in 1974 to 55 per cent in 1983. And in Cleveland, in an area stripped of its middle class by race riots in 1968, 86 per cent of the children at mainly-black Forest Hill Parkway elementary school are now testing at or above the national average. It's brought new ideas and new life to the school," says Forest Hill's principal, Ruth Fore. "You can see it in the test scores, and in the attitude of students. After years of experimenting in undisciplined, unstructured, individualistic schools, we are really just going back to the basics."

The "effective schools" movement has hitherto been quiet and unsung, possibly because acceptance of it implies that American schools have been getting it all wrong for more than two decades. It is also unfashionably cheap to implement.

To date, there has not even been a major study on the question - an unheard-of omission in the United States - though one is now under way. A team of prominent educators is studying schools in Cleveland, Boston, New York, Los Angeles, and Trenton, New Jersey, and hopes to produce a report by 1987.

There has been no apparent effort on the part of the Education Department to push the concept, which is surprising in view of the Department's current conservative outlook. Even more surprising is the apparent reluctance of many public school systems, now under threat from the Government's voucher proposals, to adopt it for themselves.

Barbara Sizemore, associate professor of black studies at the University of Pittsburgh, has one possible answer. "Many people," she said this week, "still believe that blacks are genetically inferior."

Anatomy of an educational catastrophe

SUDAN

Jasper Mortimer traces the decline of a country's school system.

The civil war between the southern-based Sudanese People's Liberation Army and the Khartoum Government has cost more than half of the South's 712 schools. But even before the war broke out in 1983, the enrolment rates were very low.

Only 25 per cent of all 7 to 12-year-olds attended primary school in 1983, compared with 40 per cent for the whole of Sudan and 79 per cent for Africa.

According to the Arepi Teacher Training Institute the quality of teaching is "alarmingly low".

Recently, 240 primary school teachers sat the entrance exam to Arepi's in-service training scheme. One-third were found to be "inadequate and illiterate" and two-thirds had an inadequate grasp of their subjects.

In intermediate schools, 79 per cent of teachers are untrained, and in secondary schools it is 35 per cent.

As an aid agency staff member explained, "You're getting a whole generation coming along in the South which is completely uneducated. And that has terrible repercussions on the development of this region."

This state of affairs has a long history, dating back to the Anglo-Egyptian condominium (1898-1955) when the British had separate administrations for the North and the South. The North was allowed to develop as an Islamic, Arabic-speaking stronghold whose elite looked towards Cairo.

In the South, the British prohibited Northern traders, discouraged Arabic in favour of English, gave the Christian missionaries a free hand in education, and allowed pupils to go to Uganda for their secondary schooling. The cultural divide that developed was so large

that as independence approached it was considered whether the South should not be incorporated in Uganda.

After independence the Khartoum Government saw the schools as the key to Arabising the South in the name of "national unity". It began to appoint northerners as headmasters, and instructed them to make Arabic the medium of instruction.

Southern students went on strikes. Their ringleaders were arrested. More strikes followed. The Government refused to back down. The strikes became permanent stay-aways, and idle pupils drifted off to join the mutinous soldiers. The Anya-Nya ("snake venom") guerrilla war had begun.

The war devastated the South's education system. Northern troops moved into schools and turned them into barracks. Missionary teachers were deported - the Government saw them as instigators. Almost all school furniture, books and equipment were destroyed. Tens of thousands of pupils fled with their families to Uganda and Kenya.

Two factors in the war, which lasted 17 years, continue to be relevant today.

First, the pupils' resentment of Arabic was not only a reaction to the imposition of a language. It was also a reaction to what was part and parcel of Arabic: Islam, Arabic culture, and the



Two-thirds of the primary schools in one province have no buildings.

political domination that southerners traditionally associated with Arabic.

Second, the battle to control education was central to the development of the war. At independence there were 12 secondary schools in the North and only one in the South.

Peace came with the Addis Ababa Agreement in 1972. The treaty said the South could have English as a "working language" and could set up its own administration. Suddenly, the South had thousands of government jobs to fill.

Between 1973 and 1982, enrolments in primary schools rose from 80,000 to 134,000, and in secondary schools from 2,000 to 12,500. However, the South had neither the teachers nor the facilities to keep pace.

Intermediate school teachers were appointed to secondary schools overnight. School-leavers whose grades

were too poor to obtain civil service posts were made primary school teachers.

The administration had promised to provide teachers wherever a community established school premises. The result was a plethora of bamboo-fence and tree-shade "classrooms".

"The consequences of this uncontrolled expansion are evident in the findings that many primary staff should not be in the teaching profession and 65 per cent of the primary schools in one of the South's three provinces have no buildings at all."

Other problems are a shortage of textbooks, furniture and lavatories. Khartoum appears to have little appreciation of these difficulties, and is likely to respond to orders for textbooks by sending copies in Arabic.

The war, resumed in 1983, shutting about 90 per cent of schools in the two

LETTERS

Why the claims for the GCSE sound hollow

Sir - How close to the truth was the remark quoted by Dr Roger Murphy from his attendance at a recent GCSE training conference that GCSE stood for "the Greatest Con Since the Eleven-plus" (*TES*, January 17). Now that we have seen the first few syllabuses passed by the Secondary Examinations Council it is clear that the call for pupils to be able to show what they "know, understand and can do" is a very hollow one.

Content reduction is minimal and the "new style" questions seen on the specimen question papers are generally just of the current CSE type. Pupils again will only be able to show what they don't know and don't understand.

In my own curriculum area, science, the old practical marks are now to be gained from internal coursework assessment. Does this mean that at least pupils can demonstrate what they "can do"? Not at all. We are expected to assess several aspects of coursework throughout the two years using criteria specified by the examination boards. Thirty pupils in a class with six aspects of coursework to assess on four occasions is 720 assessments per class. GCSE is certainly a new approach to assessment - it replaces teaching!

As the GCSE science video shows, teachers are now expected to become quality controllers ignoring requests for help by their pupils because there is to be accomplished by monitoring real situations. Surely that implies a profile assessment showing success in a wide range of skills. Moderating the profile against a conventional examination paper serves only to invalidate the profile and confirm the supremacy of conventional examinations.

The second is the division of the curriculum into separate subjects and the assumption that these must occupy a period of two or three years ending at the end of the fifth year.

Could we not motivate pupils more effectively by using shorter courses with their own assessment, increasing



GCSE classwork: time only to "tick boxes"

only time in the lesson to rush around the class ticking the boxes of the assessment sheet on one's clipboard.

Is this really what HMI statements that assessment should arise out of the curriculum are supposed to mean? Isn't GCSE, in neat subject compartments, slightly at odds with moves towards "whole curriculum policies"

or other initiatives such as records of achievement? Perhaps we are all to adopt assessment-led packages like the Oxford Certificate of Educational Achievement for this too.

LES COWLING
Wareham Teachers' Centre
Wareham
Dorset

Principles missing

Sir - The Open University and the Secondary Examinations Council seem to have laid a clutch of curricular eggs, judging by the sample of GCSE guides for teachers that I have just tasted (*Home Economics GCSE: a guide for teachers*, The Open University Press). Some parts usefully explain the abstract and complex concepts of differentiation and discrimination, as used by the national criteria for GCSE. In another part, teachers are treated like children and made to locate selected phrases from the national criteria and write them into squares in a prepared diagram. The completed diagram, unfortunately, gives a very odd impression of the subject: it seems to include no content such as principles or concepts! This is regrettable because the actual national criteria document has a large section devoted to the content.

The guide also introduces an idiosyncratic teaching method which it calls "investigatory work". It is discussed in too small a space, and is not appropriate to this examination document. That is perhaps why it gives a confused, even frightening impression of mat-digestion of the well-known design approach and a mis-named "scientific method".

As described, it cannot fail to remind educationists of the "Let the children discover" era of primary science. During those few years, a method suitable for very young children was promoted for all ages, with great moral fervour but complete forgetfulness of practicalities.

If the parallel is sound, it is very sad because a well-thought-out approach to investigatory work, based on sound principles and used as an adjunct to design work, is very effective.

Let us hope that teachers will note that it is a discussion document, and not a policy document in the sense that the national criteria are policy. Teachers do not have to swallow it whole.

IRENE FINCH
67a Wallwood Road
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Doubts on model

Sir - I refer to the GCSE Guide for Teachers (SEC in collaboration with the OU) on Religious Studies, 1986. It is a pitiful document, written in a dull and flaccid English.

However, the only feature to which I should like to draw your attention is the pervasive educational model on which the document is based and which receives no discussion. That model is "exploration" (22 times in Session 1, 22 times in Session 3).

There are several questions I should like to ask about this model:

- 1 Is it exclusive and exhaustive?
- 2 Has it been agreed by educational theorists and teachers? If so, who and when?

Low esteem

Sir - We have all been shocked and saddened by the tragic loss of "Challenger" and her crew. Christopher McAuliffe, the New Hampshire teacher, has received particular attention as she represented the "ordinary citizen". The Americans felt that a teacher was the best person to represent what was valued by their society and there were 11,000 volunteers from the teaching force for this honour.

What a contrast with the attitude of our own leaders towards teachers. Our leaders seem to ignore the involvement of teachers in their own education, reducing self-esteem and their pupils' respect for their teachers. When we ignore teachers they are destroying the education service and with it our country's ability to compete in a technological future.

Teachers have a vital role to play in the country's future but even the best are becoming disenchanted. The present dispute is not just about money: it is very much about respect and recognition.

C OTTOLINI
Headteacher
Houghton School
Rockwell Avenue, Darlington

Sharing resources for special needs

Sir - Audrey Gaskell's article, "When hopes crumble" (*TES*, January 17), voiced areas of concern to many people in the field of special education. It is interesting to read of parents who are now questioning the quality of provision for special needs in mainstream schools.

All too often, it seems, the theorists, and many parents, press for ordinary school as the best place for the child with special needs to be, regardless of whether the best education for that child is available there - yet. Take heart Audrey, there is another way! I believe in a more gentle, shared path towards the goal that every child, whatever his ability, should have education in as normal an environment as possible.

In our school for children with severe learning difficulties, groups of pupils throughout the age range are spending a part of their school week in "ordinary" neighbourhood schools and at a further education college -

involved in curriculum and social activities, at their own level, with "ordinary" children.

Our teachers work alongside and in co-operation with the staff in the mainstream schools. They are able to plan work together (so that topics work can continue back at the special school base, for example) and they share visits and outings associated with that topic. Not only does this give opportunity for the teachers to share their skills and expertise, it gives real insights for the mainstream children into how our special needs children learn - they begin to negotiate ways of helping at a realistic and practical level.

Our children's individual programmes are enriched through new areas of the curriculum and through contact with local children. The special child has the safety of the special school base to which he can withdraw permanently or temporarily if problems occur. St Andrew's School is able

to continue to provide all those areas of work for the special child, that require skills and resources not available in the ordinary school. We are beginning to share resources with the ordinary school and have one joint-funded set of reading and language resources - based at the junior school, available to our pupils and to any with problems in that school.

Integration at nursery and infant level is now developing into a project for an integrated full-time nursery on our own school site - breaking down the barriers both ways is important.

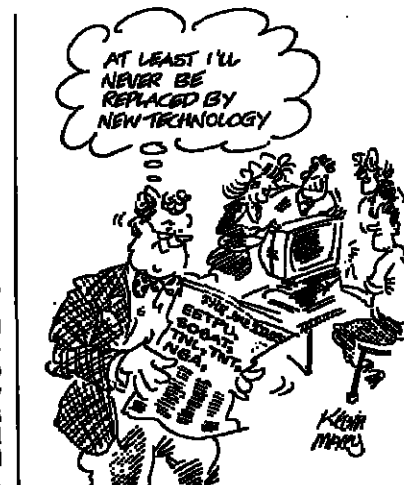
We work closely with all parents. Most are pleased that their child has wider opportunities to mix but the anxiety about how their child will cope and be received in the ordinary environment is valid and needs to be supported. There has to be a flexible flow of teachers, children, skills and resources between schools. The school is fortunate in having six mainstream schools nearby, covering education

from nursery through to sixth-form. Derbyshire is a very supportive local education authority which encourages "local" initiative and provides resources whenever possible to help schools develop new ways of working with special needs children.

Special schools are sometimes said to be against integration and in defence of their own systems. In trying to show that, while we are very positively for the right of the special needs children to be educated in a normal environment, we are very concerned about their emotional welfare too. Failure must not be the starting point - for any child.

I believe this shared progress to be a safer, interim way to develop integrated education. It may take a little longer but we will all be learning together.

ANITA GADSBY
Headteacher
St Andrew's School
Derby



Time tolls . . .

Sir - I was introducing the idea of profiling personal and social qualities to the third-year in assembly. I had done some preparatory work on this with one form.

They had written down their ideas on self-confidence, reliability and initiative. I asked some of them to bring their notes to read out.

One boy turned up at the assembly looking sheepish. "I have lost my piece of paper," he said.

When I looked exasperated he volunteered the following: "I can stand up and give my thoughts on self-confidence from memory, but I can't remember what I said about reliability!"

MA FERRISS
The Bishop David Brown School
Sheerwater
Woking

Secret support

Sir - The self-confessed "Trotskyist revolutionary" and reader of the *Socialist Worker* (Dave Carter, *TES*, January 31) flippantly condoned the actions of teachers, who closed their classroom doors, and rejected any responsibility for the safety and good order of pupils.

That he offered no argument to support his view does not surprise me. He was clearly defending the indefensible.

What does intrigue me, however, is that he is an elected teacher-governor at Morley High School. Apparently the majority of staff there vote Tory or SDP. As Dave Carter's political position is so far to the left that he perceives Neil Kinnock to be somewhere to the right of Genghis Khan, I wonder how it happened?

An explanation might throw some light on the general question of how the far left acquires its position of influence in London and elsewhere. Of course, it could be that Tory voters are secret SWP supporters. The mind boggles.

PAUL NOBLE
Headmaster
Blunsdon St Andrew School
Blunsdon, Wiltshire

Prodigal Welsh

Sir - Cloyd is positively prodigal (*Letters*, January 17). Enfield i.e.a. pays 8p per mile for travelling to parents' evenings. Can this be beaten?

P J EVANS
36 Dorchester Avenue
Huddersdon
Hertfordshire

Wasted supplies

Sir - I should be grateful if someone could explain to me why it is so easily accepted that all problems of staff absence for in-service training can be solved by the provision of supply teachers.

There is a myth which suggests that, as long as you can put a trained teacher in front of a class, you are not disrupting lessons.

Those of us who have to pick up the pieces subsequently know otherwise!

It is reckoned to cost £45 a day on average to employ a supply teacher who (with some honourable exceptions) merely follows the instructions left by the absent teacher, often in a subject which he or she knows little about.

Any written work done will be marked by that class's usual teacher. Is there anyone who can make out a genuine case for this sum of £45 being well spent?

Would it not be "naïve" (the implied comparison is completely intentional) to adopt a policy of restricting supply cover to an essential minimum, largely for emergency absences, and use the residue of the finances (quite possibly six or seven figure sums) to pay teachers an honorarium to attend in-service training in their own time? That way everyone gains: the staff, in a small way, financially; the school, through less permanent staff absence (not to mention reducing the headache of the deputy heads who normally have the unenviable task of actually rounding up the supply teachers); the authority, through more effective (in my opinion) in-service training and the pupils, especially and most importantly, who get the teaching they are entitled to and which tax-payers are funding.

JOHN CRAWFORD
Deputy head
Corfe Hills School
Higher Blandford Road
Corfe Mullen
Wimborne
Dorset

Sense of failure

Sir - Some mention must be made of the letter from Mr Stretton (*TES*, January 24). He claims to have read Paul Willis's book *Learning to Labour*, yet clearly he has not done so with any real understanding. Mr Willis's research was undertaken with a group of academically less-able pupils in a comprehensive school while that of Mr Stretton and his associates, by his own admission, was taken from the views of pupils across the whole ability range. In this respect, any comparisons must be open to question.

In a piece of research which I have recently conducted with a group of academically less-able fifth-year pupils unfortunately I cannot report similarly optimistic results as those of Mr Stretton. Evidence from both sets of internally based set of criteria and also using the techniques developed by Finlayson et al has led to two main conclusions.

First, there were clear indications that the group questioned were less confident, had a poorer self-picture and a greater sense of failure about their schooling than the rest of their peer group.

RICHARD STAKES
The Cottage
52 Old Brumby St
Southampton

Wide exposure

Sir - I should not think Professor Cox's latest thinly-veiled attack on the comprehensive system (*TES*, January 24) fooled many. Its deceptive air of sweet reason reminded me of other recent claims to even-hartedly a Thatcherite quality to the warnings of a decline in the old virtues, along with the familiar insinuation that state schools are staffed entirely by trendy lefties and woolly liberals.

We all know this is not so (though who could be surprised if it were?) and I am sure Professor Cox could reassure me that it is also not true that the independent sector is totally in the hands of reactionaries.

If either condition did, in fact, obtain, then the professor would, no doubt, agree that one of the main functions of any educational establishment in a liberal society was being set at risk.

I refer to the need to expose students

to the widest possible range of attitudes and opinions - especially those their background has not brought to their notice - and to encourage in them a spirit of inquiry and judgement.

One thing is for sure, you cannot ram any idea, political or otherwise, down the throat of modern youth without well-reasoned argument.

Anyone who tries, and many a parent will tell you this, is more likely to end up with a rebel than a disciple; and the doctrinaire teacher is treated just as sceptically as the doctrinaire parent.

When the whole tradition of western philosophy has encouraged us to question just about everything, you cannot suddenly say to its most recent inheritors that they can question some things and not others.

Them days is gone for ever.

GEORGE BRACE
2 Ash Cottages
Fenny Bridges
Houlton
Devon

Photocopying rules

Sir - Your feature on the role of educational representatives ("Files on the staffroom wall", *TES*, January 24) gives a somewhat incomplete picture of photocopying of copyright works in schools.

As most teachers will know, this is now principally controlled in mainstream schools by the new Copyright Licensing Agency licence, which has been operating on a pilot basis for the past year and which comes into permanent operation on April 1. This permits photocopying of most copyright books and periodicals (there are some inevitable extensions on conditions - notably up to 5 per cent of the work, in classroom quantities, in return for an agreed payment).

Copying in excess of this still requires the copyright owners' permission, normally obtained from the publishers.

So the advice that "publishers don't limit photocopying of pages of books for the teachers' own use" is no longer valid. The CLA Licence now sets out the rules.

Guidance is also obtainable from the British Copyright Council's *Reprographic Copying of Books and Journals*.

You are right, however, that educational representatives don't usually act as agents, except when blatant abuse is involved. But they should be ready to remind schools of their responsibility not to condone outright theft of the author's and publisher's work.

JOHN DAVIES
Director
Educational Publishers Council
19 Bedford Square
London WC1

Vanishing physics

Sir - Susanah Kirkman's article "Physics crisis poses threat to future of science" (*TES*, January 10) suggests that physics is in danger of disappearing from schools due to acute shortage of qualified physics teachers. We would like to submit that physics is already disappearing from schools and that this might well be a major factor in the shortage of physics teachers.

Although TVEI and the inclusion of electronics and other technologies are to be welcomed, their place need not be in the physics syllabus. Nor should physics teachers be under continued pressure to teach these courses.

Mr Parkinson thinks that issues like energy sources and nuclear power are more important for the 1990s than Newton's Law (sic). This may be true, but they are not more important to the physics syllabus. These, and other fundamental laws will be as relevant in the 1990s as they were in the 1690s. They will still be relevant in the 2090s.

If physics teachers are no longer "valued", then it is inevitable that teaching as a career will no longer be attractive to a physicist.

PAUL GORDARD, JOHN RAMSDEN, MARGARET ROBB
Physics Department
Dover College
Dover

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Where did it go?

Sir - May I use your columns to thank everyone involved in the Radio 4 programme "One Examination for All". Every contribution exemplified all that is best in state education.

At last we have an examination that rewards success, that is based on course work assignments and that will immediately enable us to work with small groups, while discussing and monitoring pupils individually. We have been given the secret to better teaching and to motivating pupils. It is relevant and effective for all pupils who today are so rejected by their failure at CSE. I am even in the fortunate position of having final approved versions of the syllabus. (The NEA had copies available at the ASE annual meeting during the holidays - they have not gone out to schools yet.)

So what have we got in biology, chemistry and physics?

Syllabus - a good blend of the best of the existing GCE and CSE. Assessment - final examination 80 per cent, practical work 20 per cent. And how is the practical work to be evaluated? By a detailed "profiling" of skills over a two-year period which is finally "moderated" in some way against the conventional examination result.

Where has Sir Keith's exciting, stimulating, new curriculum gone?

It has not been lost by the many teachers working so hard in the evenings and at weekends to prepare the new examinations. It has been lost by placing before them two insurmountable obstructions.

The first is the assumption that examinations measure the ability and quality of an individual.

More seriously, the act of turning every learnt item into a written question presumes that written answers are a measure of performance in the real world. "Rewarding success" can only

Taken for a ride

Sir - You recently printed a letter "Liverpool hits back" sent by Dominic Brady, at present chairman of the Liverpool education committee.

Mr Brady extolled his party's control of the education service in Liverpool but that is only to be expected; other people see Liverpool in a very different perspective.

Why are we not able to attract teachers to Liverpool? There are shortages which cannot be filled. I for one believe that the situation which has been created by Mr Brady and others is one of the prime reasons for the reluctance of teachers to apply for Liverpool vacancies.

The disgraceful procedure sanctioned by Mr Brady, whereby heads of school, who had been to a central point in the city to collect redundancy notices for all their staff, found that they had been given a false errand, in order that taxi drivers could deliver packages containing the redundancy notices to the schools in the head's absence - could in no way be called good employer/employee relations.

Mr Brady's own insistence that pupils who absented themselves from school to take part in a student protest

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the feedback to pupils about their own success and providing a more flexible curriculum?

Perhaps Sir Keith should look at the best of the TVEI schemes and accept their message for improving schools. That is, firstly, to increase resources - staff, materials and training - on a massive scale; secondly, to move away from examinations towards wider forms of assessment; and, thirdly, to change from a subject-based to a modular curriculum.

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Middlebrough, Assistant examiner
O-Level physics moderator for Mode 3
CSE science and technology
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Cleveland

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.



Dominic Brady: "disgraceful procedure"

might not be disciplined in any way has not given teachers a feeling of support for the chairman of the education committee.

The much publicized reorganization has left many teachers seeking post outside the authority. Recent decisions of the education committee have been regarded as gross interference with the accepted roles of the head-teachers and governing bodies. The overloading of governing bodies by the Labour Party (Liberal) nominees has caused public outcry.

Conservative on the county secondary schools. The voluntary schools have been "taken over" with a dispropor-

tion of Labour nominees as representative governors.

When one thinks back at what Liverpool offered its children and the achievements of those children from even the least suburban of the city's residential areas, one can only feel sorry for today's children, and sympathetically for their teachers at the treatment they are receiving at the hands of Mr Brady and other elected representatives of his party.

MYRA FITZSIMMONS
Member of Liverpool Education Committee 1967-1968
18 Wandsworth Road
Aintree
Liverpool

TALKBACK ON GCSE

Chinese whispers

MARY CHUCK

It was a phase one GCSE training session. Quite a few teachers stayed away because of the union action - what did they miss? What does this much-heralded cascade of in-service training have to offer?

First, a disclaimer. We don't have the new syllabuses yet. We're not here to talk about the syllabuses. We're not here to talk about how the practical work will be moderated between schools - we don't know. In fact, we're not actually providing any answers.

Even when we seem to be on solid factual ground, someone has heard a different interpretation. We are part-way through a game of Chinese Whispers. No one really knows where it started or how it will finish. The training programme is about persuading teachers to understand how the new GCSE will change the way in which they teach and assess children.

If you have ever had to tell a class that they aren't going to "do practical" after all but that they have a surprise test instead, you can begin to understand the atmosphere in which the session began: not the positive enthusiasm that the guide expects. The training programme starts by asking teachers to look back at current syllabuses, past exam papers and their own teaching practice and criticize as if they had never questioned before. Is it supposed to be a confession? We are asked to rewrite history and declare that we have previously been unthinking and even uncaring teachers and examiners.

We tried to imagine how we were going to enthuse teachers about the new approaches to teaching which are going to alter completely their teaching methods. We all know that, realistically, we are now working in a climate where the many teachers who used to be excited by new developments, and enthusiastic about their teaching, have become angry and

unwilling to take on new work. How can we look forward to presenting ourselves as "experts" in a training programme which offers no answers, no solutions, but only ways of asking questions, ways of getting teachers to find solutions to a situation which, in the present climate, may well be imposed on them?

The lunch was good, the wine quite palatable. Afterwards, there was discussion on the confusion of every syllabus apparently using a different method of differentiated papers to examine pupils.

And then the final video. Did no one realize the psychological effect of joyously portraying the teaching and assessing of small groups of well-motivated pupils who all get on with their own work while the teacher spends several minutes absorbed in a discussion with two or three of them? Everything was made to sound so simple: all the apparatus laid out; descriptions of good practical investigations, in which all the pupils got the "right" answer; very little attempt to take on board the problems of assessing practical work, or of moderating such assessment.

The activities which are suggested once again rely on the teacher for ideas. The "experts" are left expertly agreeing that there is going to be a problem.

If teachers do, in the end, take part in the GCSE cascade, it may be the first in-service training they have been involved in for a long time. Will many of them leave feeling they have spent their time well? Or will this exercise serve to emphasize once again the attitude from a centralized control of education which seems unaware of how much work has always been done by teachers.

TALKBACK

Articles for TALKBACK are welcome from anyone involved in education: teachers, administrators, parents or students. They should normally be no longer than 700 words and addressed to: Talkback, The TES, Priory House, St John's Lane, London EC1M 4BX.

Shambolic hoax

LEIGH HUGHES

So at last the great cascade has begun - though many of us might suggest a more appropriate metaphor involving the sprinkling of water. The public at large are dimly aware of the approach of GCSE. What would they say if they knew the realities?

Today plans for my phase two training, in my role as Head of Department, arrived. Let's look at them plainly: the training with which I am to be equipped to train my department of ten staff in order that we successfully negotiate the most major change in approach and policy for twenty years or so, will initially total 13 hours: 13 hours moreover which includes lunchtimes and coffee breaks.

I am asked to travel, outside my normal school hours, thirty five miles each way two days running. Since I do not possess a car I either must make arrangements with colleagues who teach and live around eight to ten miles away or must trust to British Rail - a process which would entail leaving home before 7.30 in the morning and returning no earlier than 5.30. I suppose I should be grateful that I would be allowed travel and subsistence expenses.

The training timetable apparently allows for lunch of fifty minutes duration on day two: Day one is a little more spartan, unless there is a typing error I will have to feed, water and otherwise refresh myself in thirty minutes.

The training sessions will be largely based upon the SEC training booklet and performing the tasks therein: in which case, one might ask, could they not just as easily take place at home, between consenting adults, as it were?

Of course none of this really matters, my union specifically instructs me to take no part in this, or any other part of the preparation, until the current pay dispute is resolved. In common with perhaps eighty per cent of my

colleagues I have done no more than glance (and even then guiltily) at any of the information that has been passed in my direction over the last six months or so.

Why don't we all admit that the whole business is nothing more than a shambolic hoax? After all, we were promised at the outset that the departments and schools would retain their traditional freedom of choice with regard to examination boards and, nominally, we still do. How easily though the theory of Catch 22 can be applied: for from an early stage my local authority has made it clear that though we are free to enter pupils for whichever board we choose, we can only be allowed to train for the exams of our own regional board. In our case it means we have to enter our pupils in English for a syllabus which was quite clearly rated "worst buy" by The English Magazine. Actually I ought to stop now and consider policies for the grouping of and teaching of, pupils in the third year who will study English Literature in the first run of the GCSE in 1988. Oh but wait a moment, I forgot, the syllabus hasn't been published yet.

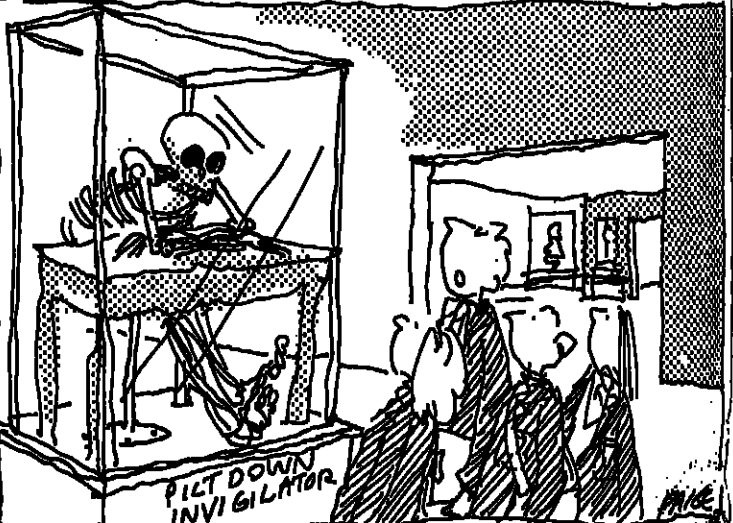
I don't really know why I am complaining, after all English isn't optional. Imagine the fun of editing an options booklet for years 4 & 5 when none of the Heads of subject have the foggiest idea of how they are going to

approach a syllabus they haven't decided yet. I should think that would even test the expertise of the most up to date word processing systems.

Wouldn't it be realistic just to admit the truth? At our most optimistic all we can hope for is that in 1988 school pupils throughout the country will sit a common exam (broadly speaking) which will incorporate some of the original good ideas and noble intentions (but by no means all) and for which the vast majority of pupils and teachers will have been underprepared (grossly). Perhaps government thinking accepts this: after all, if all but a few pupils are going to be going straight onto the YTS is anything more sophisticated really needed?

I wish to make it clear that I have every sympathy, perhaps even a little admiration, for those administrators and trainers who have had to try to produce the phase two courses, as all they probably have no alternative but to get on with it. I do actually believe in the fundamental concept of the GCSE but all the goodwill in the world cannot hide the fact that teachers, administrators, teachers themselves are at the moment living a lie. What is worse they are selling that lie to young men and women who live in a bleak enough world as it is.

Leigh Hughes is head of languages at Saltash Comprehensive, Cornwall.



Essay or diatribe?

JIM SWEETMAN

As a chief examiner, I am expected, within a classic "essay" paper, to set certain types of writing to give candidates a range of opportunities and a variety of inspiration.

These include the expressive, the narrative and the argument but what is still required is an "essay" with a possible structure, a beginning and an end.

The Assessment of Performance Unit, having been the victims of English lessons at school, replicated these headings without much thought when they looked for samples of children's work. Since then, in the GCSE draft grade criteria, the same headings have become tables of stone without ever, apparently, being seriously scrutinized.

Suppose I take a group of fifth years to Greenham Common. We spend some hours talking to the women camped there, the guards on the gates and local residents. We take notes, not only of what is said, but to capture the desolation of the place, its prison-like qualities or, being far minded, to celebrate the majestic roundness of the weapon silos.

Back at school what do we do? We talk for as long as it takes and then the silences grow as we reflect on what we have seen. It's time to write.

Now would you respond faced with the whiteness of the paper and with the pen in your hand? In practice, most pupils will be expressive: they will argue vehemently, they will give information. When they re-read they will organize and structure. They will produce good writing, directly inspired, richly researched and carefully prepared but which of the criteria for writing will it meet?

All of them, I suspect, is the reply that one would want to give. It is certainly the case that reading Polly Toynbee, Edward Thompson or even Olga Matfied on the same subject one

would be unlikely to find anything different. The questions this begs is whether there really are different "kinds" of writing which are distinguished between because they meet different criteria? There is no theoretical justification for such a divide, the quality of language and expression is not a priori related to its purpose or context, even though some kinds of task produce writing with common features.

There's another point: what's wrong with impassioned personal argument sometimes? The kind that comes straight from the heart and shakes the classroom, the scrappy page that, when it's read out, makes everyone go quiet? It's not in the grade criteria because it's not urbane, balanced and revealing an awareness of wider implications.

Worse still, courses will be designed to meet these criteria and textbooks will mirror them. Lazy teachers can then do "argument" one week, "expression" the next and watch the coursework mount in tidy piles. What is more the criteria for reading, possibly on the basis of convenience rather than reflection, make the bland claim that these categories are applicable there as well. The problems are identical.

Is Orwell's *Animal Farm* a text which informs and explains or does it argue and persuade or is it expressive and imaginative? Are there any expressive books which really do not inform or argue? It would make more sense to categorize them, like a book-stall on a railway station, and label them fantasy, sci-fi, historical romance and Mills and Boon! It might be just writing the criteria and they might be no more spurious.

Of course, there are sensible ways of writing about writing and about what gives it value and credibility but they have nothing to do with these clumsy categories which treat writing as a range of casseroles, all of which look similar but have different ingredients when you write down the recipes.

In fact, writing is not about the casseroles but about cooking in general. Most of the time it's boring and an alternative to starvation but, sometimes, you can try something a bit special and, just now and again, we can produce something fantastic.

Still confused? What did you just read? Narrative, expression, argument or information? Essay or diatribe? In the end it matters? Write at least 400 words making an effective selection of material, skillfully marshalling your arguments. Present a balanced view, evaluate the evidence, formulate a conclusion and a GCSE grade A could be yours!

Jim Sweetman is head of English at the Aylesford School, Warwick and a GCSE chief examiner.



More equal

Alan Marriott charts the girls' growing successes.

Much of the discussion about how boys and girls view subjects differently is based upon impressions. But using the Department of Education and Science statistics on the qualifications of school leavers a measure of the sex orientation of various subjects can be calculated: the ratio of girls' successes in the subject to that of boys where 1.0 means equal numbers of passes for girls and boys.

These demonstrate that over the last 20 years there has been a steady reduction in the extent to which subjects are gender specific at O level, though there is no evidence of a similar trend among the popular A level subjects.

Over that period there has been a steady improvement in girls' performance relative to boys' at both O and A level. Since 1974 girls have obtained more A to C grades in all O level subjects than boys (except in 1977) even though there are more boys than girls in this age group. In fact the ratio of girls' success to boys' has, since 1968, been above the 95 level that represents real equality, given the unequal numbers. The ratio for all subjects appears to be stabilizing at a level over 1.0. Boys still outstrip girls at A level but, here too, the girls are catching up.

Within these overall trends, there are differences at subject level. Most O level subjects have recorded an increased orientation towards girls: chemistry most markedly, physics and economics (though economics started from a small base). Mathematics, English language and French have also become more strongly girls' subjects. However, the two languages differ from the other

growth areas in that they started off in this period as girls' subjects and have strengthened that position. Their trend, then, has been away from sex equality though the girls have not gained over the boys in English since the mid seventies.

Biology is one subject at O level which is less of a girls' subject now than it was in 1965, though since 1976 the balance of girls to boys has remained fairly constant. At A level, it has become more of a girls subject, however, with three girls now passing for every two boys.

Geography is the only subject which was a boys' subject in 1965 and has become more so since, especially since 1971. At A level, before 1972 girls did better in geography than in A levels in general, but since then they have done worse.

Some subjects, of course, remain strongly associated with boys or girls. The 1983 ratio for technical drawing is 0.05 and for cookery 38.81.

An interesting development in CSE results is that the number of girls taking woodwork and metalwork has trebled recently, leaping from 1,960 in 1983 to 6,653 just one year later. Numbers of boys taking CSE in domestic subjects, including cookery and needlework, grew nearly 20 per cent over the five years to 1984 when it was taken by some 13,636 boys compared with 154,946 girls.

One disappointment for those in favour of less difference in the curriculum of boys and girls is that two relatively new subjects are strongly gender specific: there are nearly three girls for every boy getting an O level in sociology and three boys for every girl in computer studies.

Figure 1:
Ratio of girls' passes to boys' passes: Selected O level subjects.

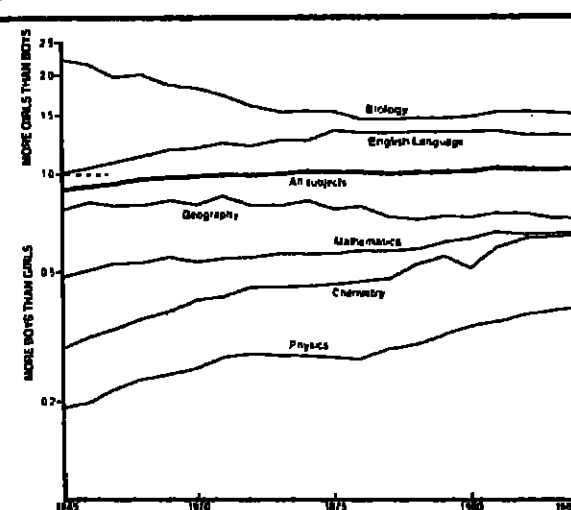
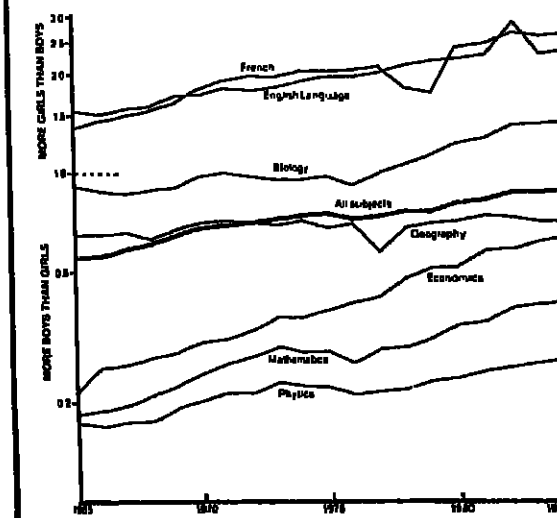


Figure 2:
Ratio of girls' passes to boys' passes: Selected A level subjects.



The female profession

With married women returners now the largest source of recruits to teaching, David McNamara considers the implications for training and pay.

Teaching has always been a predominantly female profession and the proportion of female teachers for every two men has remained stable over the past 15 years. The latest statistics indicate, however, that a career in teaching is becoming even less appealing to men and that the pattern of recruitment is changing.

The inflow of both men and women into teaching has fallen dramatically in response to the declining demand for teachers created by the fall in the birth rate and economic retrenchment. But whereas in 1983/4 there were about half as many women entering teaching as in 1973/4, there were only about one third as many men entering teaching. Men made up 30 per cent of entrants in 1973/4 but only 23 per cent of entrants in 1983/4 (Table 1).

Over the same period the percentage of those leaving the profession who are men has increased from 26.8 to 29.1 per cent.

It is clearly at the point of entry into teaching where the significant changes are taking place. PCE courses are not attracting male applicants in the same numbers as previously. Between 1980 and 1985 there has been a fall in the number of applications from men. This, combined with a rise in the percentage of male applicants from 45.1 to 38.8 per cent (Table 2). This is reflected in the pattern of recruitment to PCE courses where the proportion of men has fallen from 42.8 to 35.4 per cent.

A similar shift has occurred for the BED mode of entry which attracts fewer men in any case. Here the proportion of men fell from 21.8 per cent in 1980 to 19.5 per cent in 1983.

The most dramatic shifts in recruitment involve teachers returning to the profession after a period out of the classroom. While in numerical terms there has been a fall in the numbers of re-entrants during the decade there has been a marked shift in the male/female balance, such that in 1983/4 there were 1,417 male re-entrants making up 25.5 per cent of the male inflow into teaching and 10,487 female re-entrants making up 55.6 per cent of the female inflow (Table 3).

The importance of these figures is that they show that there are now more women re-entering teaching than are being recruited from initial training courses and that women returners are the major source of recruitment into teaching.

The age structure of these women is such as to be reassuringly certain that the vast majority are married, trained during the 1960s and early 1970s

and now returning to teach after raising their young children.

Official statistics are, necessarily, out of date by the time they are published. But the current experience of teacher trainers and head teachers suggests that the trends revealed by the statistics will continue. Indeed reports indicate that it is becoming increasingly difficult to recruit and retain male teachers, especially in science and mathematics.

Does it matter that teaching is likely to become less attractive to men and recruit even more women? Presumably both men and women are equally capable of performing the job competently, but if an occupation is seen as increasingly the preserve of one sex then that can colour social attitudes towards it, especially if every member of the public experiences that occupation during their formative years.

If teaching comes to be seen increasingly as "women's work" then the brute facts of life are such that it will influence social and political

attitudes towards teachers. Teacher unions will increasingly have to face the canard that women teachers work for "pin money" to provide a second income for the family. It is probably, in part, as a consequence of this attitude that men teachers are finding that they cannot bring up a family on a teacher's salary.

These developments also raise questions about what re-training is being provided for the re-entrants who received their initial training during the 1960s.

The ministers and the inspectorate seen recently to attach such importance to teacher training ought to be equally concerned about the re-training and INSET available for the re-entrants who now make up about half of the intake into teaching. These re-entrants were trained in the 1960s in a somewhat different educational climate to that of the mid-1980s. If these returners are to be adequately prepared to face the challenges of teaching in contemporary schools then the scale of re-training programmes provided for them

should be comparable with those provided for current initial teacher training courses.

Finally, it has to be recognized that while current policies are having a demoralizing effect upon teachers and affecting the attractiveness of teaching as a career, the Department of Education and Science and employers are fortunate indeed in having a large pool of inactive teachers who can be drawn upon to compensate for any shortfall in the teaching force.

This pool of potential returners mainly comprises women who have discharged their early child-rearing responsibilities and who wish to return to work. They are likely to be immobile and are often on short-term or renewable contracts.

This group is also supplemented by "full-time teachers in occasional service" whose numbers have risen from 2,020 in 1970 to 9,892 in 1984 - a dramatic rise during a period when the overall recruitment into teaching has declined.

Thus it seems that those who employ teachers have recourse to a pool of relatively powerless teachers willing to work in their neighbourhoods and who can be employed on a short-term basis. While this may suit the convenience of employers and the DES, one must wonder whether it is in the best interests of the teaching profession and the schools in which they serve.

David McNamara is deputy director of the University of Lancaster School of Education.

TABLE 1. Inflow and wastage of teachers in maintained schools

		1973/4	1979/80	1983/4
Inflow:	Men	17,295 (30.0%)	9,053 (26.1%)	5,795 (23.0%)
	Women	40,328 (70.0%)	25,597 (73.9%)	19,362 (77.0%)
Wastage:	Men	10,053 (26.8%)	10,653 (29.1%)	9,236 (29.1%)
	Women	27,542 (73.2%)	25,975 (70.9%)	22,453 (70.9%)

TABLE 2. Recruitment to PGCE training courses

		1980	1985
Applications:	Men	7,725 (45.1%)	6,634 (38.8%)
	Women	9,435 (54.9%)	10,450 (61.2%)
Students on course:	Men	4,586 (42.8%)	2,889 (35.4%)
	Women	6,132 (57.2%)	5,279 (64.6%)

TABLE 3. Entrants and re-entrants into teaching in maintained schools

		1973/4	1979/80	1983/4
Men:	Entrants	13,717 (83.3%)	6,896 (82.6%)	4,132 (74.5%)
	Re-entrants	2,750 (16.7%)	1,451 (17.4%)	1,417 (25.5%)
Women:	Entrants	27,385 (69.6%)	14,756 (80.6%)	8,379 (44.4%)
	Re-entrants	12,001 (30.5%)	9,579 (39.4%)	10,481 (55.6%)

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FEATURES

We never close

The Open Tech was set up in 1983 to reach the parts not normally reached by less flexible forms of training. Last year 12,000 people used one of the 120 different projects now operating. Huw Richards reports on the progress of open training and visits two Open Tech projects.

The purpose of Open Tech is, its Manpower Services Commission sponsors say, "To expand the range and flexibility of the training opportunities available to adults."

It was devised in 1982 as part of the adult training programme to help retraining in supervisory, management and technical grades.

The Open Tech unit, directed by former Sheffield Polytechnic principal Dr George Tolley has an MSC budget of £45 million to cover the period 1983-4 to 1986-7.

Like a well-known lager, the scheme aims to reach the parts of the workforce other training and education provision can not reach. Many people who want and need new training are handicapped by domestic ties, work commitments, the lack or unsuitability of local courses, transport limitations or a simple lack of confidence in dealing with the conventional education system.

Open learning is said to counter these difficulties by allowing study at home or work, singly or in groups and at times which suit those involved. Courses use video, audio tapes and computer learning as well as traditional print media.

Programmes are commissioned and grant aided by the MSC, but developed by outside agencies. The first seven were commissioned in January 1983. They included Grimsby College of Technology's national open learning system for refrigeration engineering, a material and resources information service developed by the National Extension College, and a Sheffield Polytechnic scheme to teach managers of small companies new methods of quality assurance.

There are now 140 projects, of which 120 are operational. They are buttressed by a network of support centres - 17 regional centres, with local facilities - which provide advice, guidance and training facilities, and act as a supply network for materials.

Many users of Open Tech packages have no access to the technical equipment needed for their courses. They are assisted by the 12 practical training centres which provide access to a wide range of up-to-date equipment.

The MSC provides start-up funding for a maximum of three years. After that all projects must be self-supporting.

More than 12,000 people used Open Tech packages and facilities in 1984-5. That number is expected to double this year and reach 50,000 in 1986-7, when the current funding for the scheme ends. No decision has yet been made to further extend the scheme.

Pick and mix in Dudley

Open Tech has not only provided launch funding for new projects. Where existing training fitted into its aims and framework, it has been incorporated and supported.

The Open Access unit at Dudley College of Technology, a group of eight institutions serving a rapidly de-industrializing section of the West Midlands, was set up in September 1983. It was outside the MSC framework for the first nine months.

Tom Seddon, head of engineering and computer studies at the college, explained the thinking behind its establishment: "This is a craft area, but with the closure of so much local industry a great deal of specialized knowledge was being lost. Technology is moving at such a rate that if you're out of the game for three or four years you'll find all the rules have changed when you try to get back. If an area de-skills below a certain level it can simply stop being viable. If you don't develop flexible and sophisticated training facilities in areas like this, they will die."

Problems are particularly serious for smaller companies: "They are expected to adapt to new situations and develop. They can do this provided there is a large reservoir of technical and commercial expertise to draw on. They need guidance in the technology and training needed," said Tom Seddon.

He does not think traditional academic methods can deliver the goods: "Clients want training directly applicable to current needs. They want to use hi-tech equipment and acquire

the necessary knowledge in an easily assimilable manner at a time suitable to them. So formal class structures, chalk and talk, exams and fixed hours don't work."

The centre, equipped with the latest computer equipment for business, engineering, electronics and micro-electronics, is open six days a week, 46 weeks a year, from 9am to 5pm. Clients - the term "student" is not used - can book time on the equipment whenever it suits them during these hours.

So where does the client start? The centre's marketing agent, Tony Wilks, said: "Our view is that counselling starts well before they walk through the door for the first session on the equipment. It begins as soon as we pick up the phone to answer an initial enquiry."

Tom Seddon added: "We have to find out where they are, where they want to go and advise on the quickest and most effective way of doing it. If a client wants to learn about computer record-keeping or an engineer about computer-based equipment, they are not concerned with the peripheries. They do not need to know all about the solid state physics."

Courses are organized on a modular basis. Clients may take an entire programme of interlocking modules leading to a qualification or pick up and leave off at any intermediate point according to need - a "pick and mix" approach.

Work is self-taught, but there is always tutor advice available at the centre. Clients receive pre-learning packs which they are expected to master before coming into the centre for the hands-on section of a module: "You are wasting time and money if you wait until you get into the centre before you read the pre-learning material. You should spend all your time in the centre on the equipment - we charge for it by the hour, although it's pretty flexible," said Tom Seddon.

The Open Tech grant allowed the college to provide the necessary equipment and facilities in a comfortable, carpeted group of rooms on the college campus. It also allowed an increase in staffing and a much larger enrolment of students. The £350,000 MSC funding will last until June 1986, by which time the unit must be self-supporting.

The use of the term "client" is symptomatic of a businesslike approach: "We are not a commercial organization in the strict sense of the word, as we have no need to generate profits for distribution to shareholders. But we do have to ensure that we are self-financing by mid 1986," Tom Seddon said.

Key to survival will be their ability to attract companies to use their facilities. In addition to the individuals who predominated in the early days. They have marketed vigorously, with prominent posters to attract the attention of business travellers at Birmingham New Street and Wol-

verhampton stations. Company course packages and rates have been offered and they can tailor courses for firms as well as individuals.

Prices vary between £5 and £8 per hour per person, depending on how much development work centre staff have had to do to fit a course to your requirements. Companies in the area have not been slow to recognize that professional quality training is being provided at exceptionally competitive prices and early users included several engineering companies and the West Midlands Fire Service and County Council. They have also received the compliment of commercial training outfits such as Provident Training Company using the centre for training they cannot provide using their own facilities.

Open Access learning does not provide neat, tidy, easily convertible figures for numbers of students and hours of study. But Tom Seddon estimated that a weekly throughput of 300 to 400 clients would be needed to make the centre self-supporting and predicts that the target will be reached comfortably before the MSC funding runs out.

Why Southtek went private

Privatization was not built into the Open Tech programme, but for Southtek, one of the liveliest operations to grow out of the scheme, it proved vital for survival.

Southtek was a multi-media publisher - set up with MSC funding by a consortium of East Sussex County Council, Brighton Polytechnic, thirteen other Kent and Sussex colleges and 113 companies from the south-east. But last year it became part of the international publishers Macmillan. More recently it moved from the campus at Brighton Polytechnic to an industrial estate in Hove and changed its name to Macmillan Interk.

The issue of "What happens when the MSC cash runs out?" was tackled early. Sales director Jack Cairns said that, by 1984: "The management team had already recognized that we were under-resourced and there was clearly going to be a shortfall early in 1985."

"We had the choice of going to a bank - which would provide only a limited answer, or of looking for a commercial publisher - and there were already three interested."

"We were very concerned about our credibility with clients. They might like our products - but what guarantee was there that we'd still be around to service them in three or four years time?" he explained.

David Mortimer, chairman of Macmillan Interk, stressed the difficulty of running a multi-media publishing operation on a turnover of less than a million pounds a year. He explained that as publishing is a long-cycle business, he needed to be certain of funding for some years ahead.

Macmillan's track record as an academic publisher made it an acceptable buyer. It initiated a vigorous operation with products that had been used commercially by about 7,000 people, and product tested by another 3,000.

The operation fits into the Open Tech framework as a distribution centre - developing, marketing and distributing training materials through the support centre network. Cairns says: "All our material is completely original - it's not somebody else's work repackaged - and nobody else is producing anything similar."

The aim was to make it accessible to people on the shop floor. Courses are arranged on a modular basis, in manageable sections. "The multi-media basis with plenty of use of video, colour and graphics makes it more approachable. This is an academic material - it has to be much livelier than that."

Early courses - notably those in electronics - are "generic" - applicable across a variety of industries. David Mortimer says that, once the full range of basic courses is developed, he expects greater concentration and the development of more specialized courses, where there is greatest demand.

Their targets are companies large enough to have their own training departments and colleges which draw in small companies from their localities which do not have their own training.

Jack Cairns says the effectiveness of any training pack depends upon the ability of advisers in companies and colleges to guide students in the right direction.

Distance learning materials, used well, could be more flexible and cost effective, particularly in small firms: "Training can be enormously expensive - but this can cut those costs sharply. Each pack will cost about £55 per user and is not reusable. The practical kit varies from course to course, but most work out between £75 and £200 and can be reused, as can the counsellor's advice guide at around £75. Courses tend to average out at about £80 per user."

Distance learning also saved on time off and travelling costs. "Work can be done at a time to suit the client. Some companies will give people time off and others do not, but either way it is a vast time-consuming. Most modules can be completed over two to four week periods, at an hour to an hour's study each day," he said.

Each course has been piloted by at least a dozen users typical of the target group - much of the writing is sub-contracted to technical writing companies, then edited and packaged by the in-house team of 12 engineers.

They are still concentrating on developing material for the home market. But Open Tech aimed at improving British training, may yet set up spawning a new exporter. Mortimer pointed to the potential pitfalls of video-making for the international market: "You won't get a very positive response in the US or Canada, for instance, if all the locations and people in a training film are obviously British - but with Canadian and Danish companies already product testing, yet another unplanned Open Tech innovation looks very possible."

FEATURES

Open and shut case

Linda Hall finds open plan classes guilty of breaching the peace

It is now 20 years or so since one of the more disastrous education experiments of recent decades got underway. The 1970s saw a reaping of the whirlwind sown in the 1960s by one research report after another has revealed the damning faults in open plan schooling.

Whether it is actually possible now to stem the tide of bad practice and disruptiveness that open plan has bred is open to question. The open plan design certainly makes more formal class and blackboard teaching extremely difficult, as a former chief HMI noted nearly 20 years ago. "The new kind of building makes the new approach easier and the old one more difficult. To that extent it forces the teacher's hand." (J. Blackie, *Inside the Primary School*, 1967).

Imagine trying to teach a class with other children constantly passing through your area in search of materials or in pursuit of activities; or with the voices and bustle of children in other areas floating distractingly into yours. There is never sufficient quiet to develop the ability to listen for any length of time.

Not surprisingly, the NFER reported in 1982 that a "failure to concentrate" is a marked feature of children in open plan schools. Indeed, with a high level of noise and constant mobility, children must inevitably be distracted even if they have found an interest to pursue.

Young children are so easily distracted anyway and concentration is a crucial skill; without it, little progress in learning is possible. Apologists for open plan tend to forget that physical stillness and quiet are, more often than not, a necessary precondition of mental activity.

Part of the rationale for open plan schools was that the made certain approaches to education - the integrated day, discovery methods and individualized learning - easier. Open plan schools are also much cheaper to build than more traditionally-designed schools.

When Neville Bennett was researching open plan schools (*Aspects of Education*, number 21), he was informed by an adviser, "Open plan was seen as the only way of building for the integrated day, but we couldn't now design a traditional school within the current cost limits."

Indeed, since the 1950s the building-cost limits have dropped drastically, being reduced in 1950 alone, the Plowden Report noted, from £200 a place to £140. Inevitably, architects were forced to design "compact schools", their euphemism for reducing circulation space and incorporating all the necessary corridors within the teaching area itself.

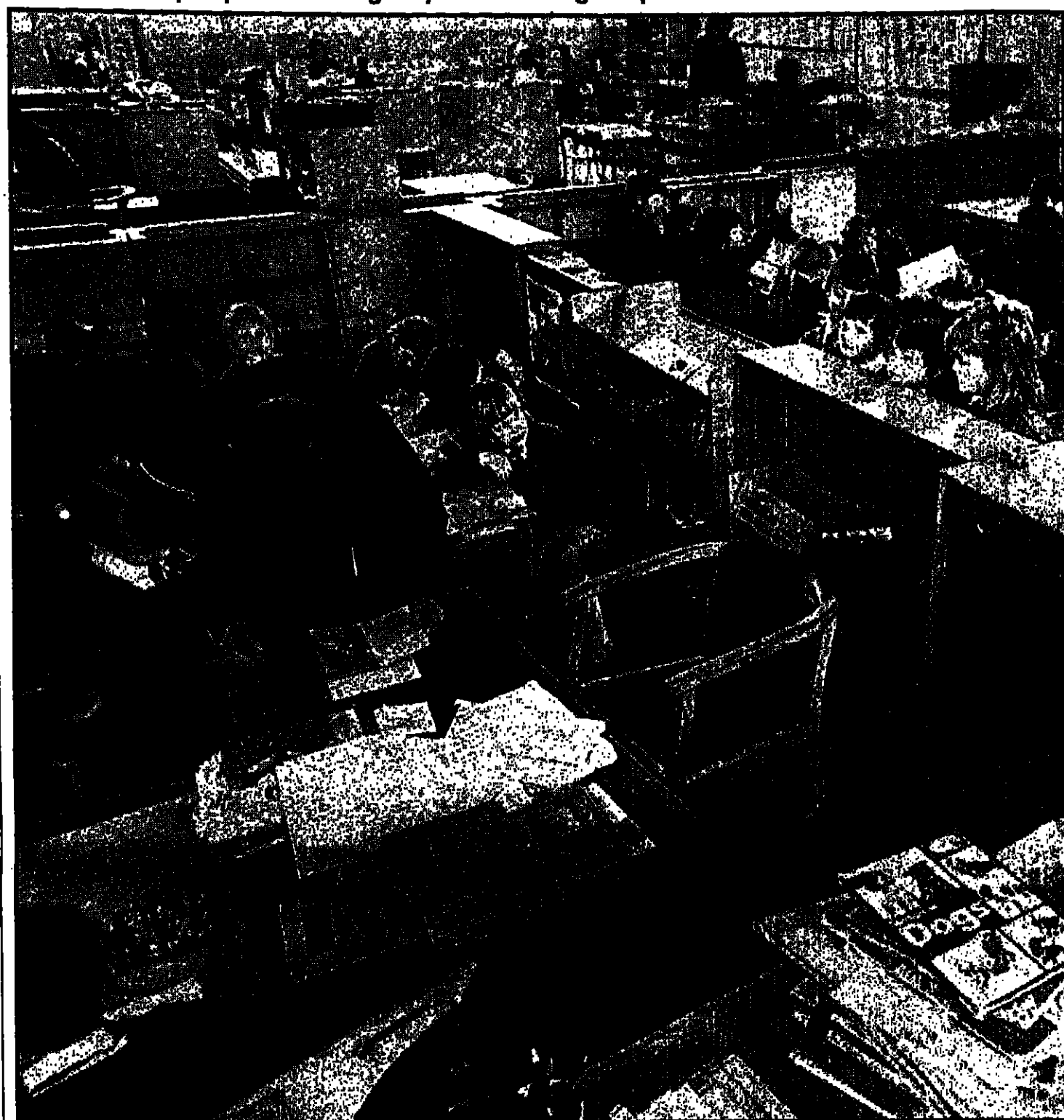
Some open plan middle and secondary schools have also been built. Teachers in secondary schools, by and large, prefer to give more formal lessons. In open plan schools, therefore, they try to enclose their teaching area by arranging display panels and banks of lockers to act as dividing walls. Such walls may effectively screen the class from the visual distractions of passing pupil and staff traffic but being incomplete cannot prevent their noise from distracting the attention of the class.

I have noticed when supervising students on teaching practice that even when staff and pupil traffic is reduced, concentration is still exceedingly difficult to achieve. This is because a teacher will be teaching her class almost in competition with the teacher in the adjacent area. Although divided visually by lockers, they can hear each other and it is not unusual for both teacher and pupils to find their attention caught by some comment from nearby and to drift off momentarily to take a mental part in the lesson on the other side of the intervening screen.

Such distractions are not conducive either to good teaching or to effective learning. And if this is the case in secondary schools how much more serious is it at the primary level when children's readiness to be distracted and their lack of power to concentrate are so much more pronounced?

Open plan design, therefore, forces teachers, whether they wish it or not, to adopt "progressive" methods, whether or not they perceive such methods to be beneficial educationally to their pupils. Individualized learning, vertical banding, discovery methods and the integrated day all tend to hold sway in an open plan primary school.

In Neville Bennett's research even teachers working in open plan environments, and apparently committed to it, were quite frank about what they judged to be its disadvantages. In my view these disadvantages heavily outweigh what the teachers saw as the advantages of open plan, which they cited as being that pupils benefit socially and become more independent and responsible individuals.



Open to distraction: do schools without walls produce aggressive pupils and a lack of concentration by teacher and taught?

These teachers readily admitted that pupils were generally more easily distracted and that as a result there tended to be more disciplinary problems in an open plan organization compared with conventional schools. They also felt that particular categories of children did not benefit from the open plan system: the timid, insecure child was better off in the greater intimacy and quiet of the traditional classroom; the average child was more likely to escape notice in an open plan school; the bright child was thought to make more progress in conventional schools; even the dull child, it was felt, might not benefit from open plan.

This comprehensive list seems to leave very few other children for whom open plan might offer something educationally worthwhile. These teachers also felt that standards of work generally tend to be higher in conventionally-designed schools.

Supporters of open plan will protest that it was not introduced to promote formal methods; that it offers greater flexibility in the range of activities that children can pursue; that, as primary education is now "activity based", it cannot be judged by old-style notions like ease of instruction, capacity to develop concentration and quietness.

Further research findings, however, suggest that the kind of activities that children choose in an open plan environment are not conducive to educational advancement. The sort of butterfly mentality developed by such a set-up disadvantages young children from progressing very far. In *Education 3 to 13* (Autumn 1982, vol.10, no.2, published by Studies in Education, Nafferton,

Humblyside), Sean Neill of Warwick University reported the very worrying effects that the open plan environment had on the pre-school play-groups he studied. What he observed there applies just as forcefully in the open plan environment of first and junior schools.

The open space encouraged the children to move around a lot. This naturally produced a great deal of noise. In fact, much more noise was generated than occurs in permanently divided buildings. The high level of noise and movement inhibited the more sophisticated and school-orientated activities that the organizers tried to provide. These are activities like looking at books, fine manipulation, sorting and art. They require sustained involvement from children and for that they need quietness and a lack of distraction.

Instead, in open plan playgroups, children spent their time wandering aimlessly and they manifested a shorter attention span at each activity than the control group in traditional classrooms.

What is even more significant for infant and junior school teachers in open plan schools is that these research findings suggest that staff practice was directly affected by the design of buildings in a way quite unsuspected by the Department of Education and Science architects and supporters of open plan. It seems that traditionally divided buildings actually encourage good practice by the teachers whereas open plan encouraged poor practice and even, if inadvertently, actual neglect of their pupils' educational needs.

In permanently divided buildings, staff had to come to terms with the need to disperse to their

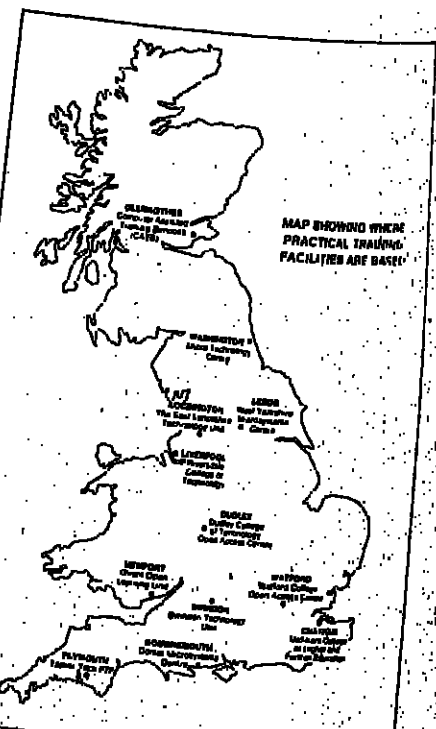
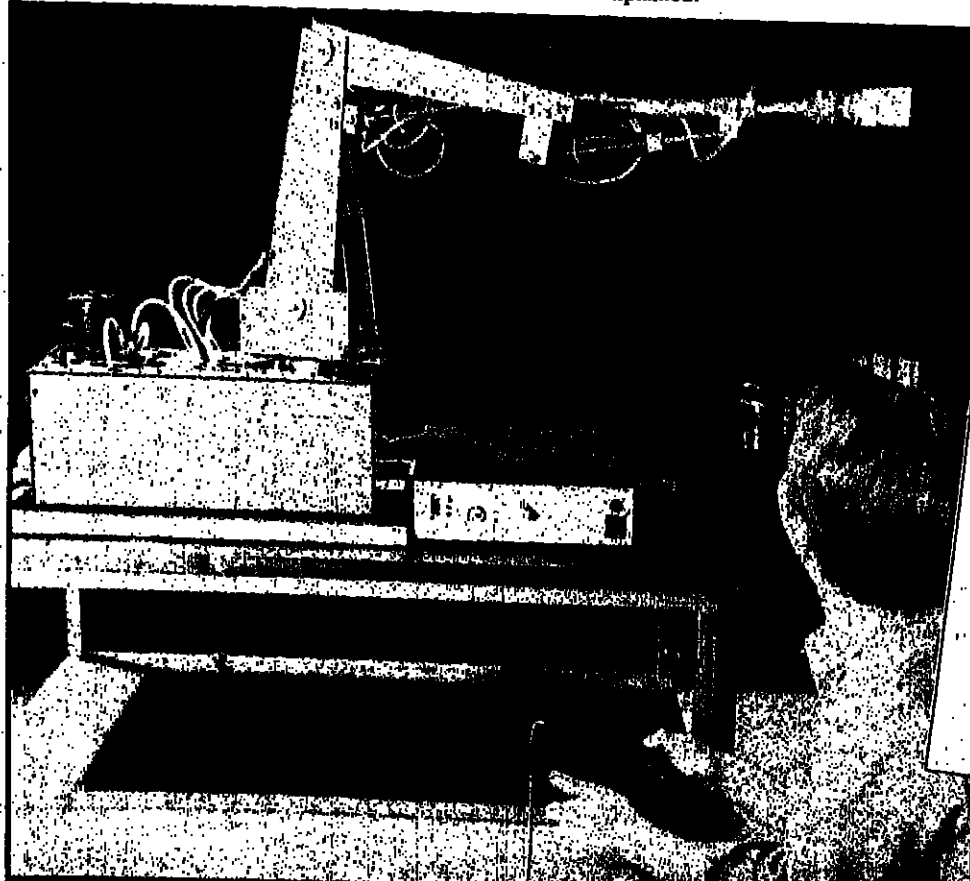
separate rooms and "as a result they become more available to small groups of children and get more closely involved with them", says Sean Neill. Children, therefore, benefit from adult talk, which is absolutely crucial to their development.

However, in the more open spaces, "it is possible to maintain surveillance of larger areas and groups of children and, given an 'actively permissive' philosophy of encouraging self-initiated activity by children, staff tend to stand back and rely on children approaching them". Such distancing from the children encouraged the staff to "engage in conversation between themselves, further with drawing from the children", something I have observed myself in open plan junior schools.

It goes without saying perhaps that as children were less supervised they became more disruptive. Not surprisingly, Neill's studies reveal that children were more aggressive and were "attacked" more by other children and therefore spent more time in a state of distress.

It seems that, even according to teacher perceptions, open plan is of little benefit to any children. It also seems to allow teachers to refrain from teaching in the traditional sense and even from engaging in much pupil contact. Teachers become reduced to managers of resources whose only instruction for the day need be "now carry on where you left off yesterday".

Linda Hall is senior lecturer in English and professional studies at Bulmershe College of Higher Education. She spent last term in an ILEA primary school.



Hands-on experience is provided for those without access to technical equipment at the 12 practical training centres.

BOOKS IN CLASS

It is an extraordinary thought that the "The Empire" would scarcely have been the same without the public school games ethic. Even more extraordinary perhaps that this ethic still exists in the public schools.

BOOKS

Грѣхъ

ARTS



Alison Lurie, Joseph Heller and Mary Gordon

*see page 20 for details

1945. 2nd Edition by NICK DAKE
 126 pages, 100 illustrations, 1945

The Authors USA campaign, run by the Book Marketing Council, will run from February 17 to March 8, and comprises numerous public events, including Elizabeth Hardwick "in conversation" at the ICA (Feb 19), Walter

Rainbow also gives rise to an excellent little set of practical texts such as *Fun with Food* etc (*Diana Stiles*, illustrated by Janet Holzkorn, *Sutton*, £1.50), which have good instructions and illustrations and some helpful additional recommendations for parents; these would be splendid hobby starters. For somewhat older hobbyists, *D.O.* (*Sheelagh Gilley*, illustrated by John Manbridge, *Hogart*, £1.00) is full of lively, joking ideas, including some amazing things to do, like the Portrait Ping! It also includes recipes for novelties like the Taster Resonator or Paper Respirator, but those who need a really advanced course in noise-making will want *GurgletCluckPing!* (*Fry Newman*, illustrated by Elwood H Smith & Paul Wrigley, Beaver, £1.95); which comes from the United States complete with stereo record and some stories to supply with sound effects. The skills acquired here could then be put to use in working out Brian Cant's *Showtime* (*Illustrated Jan Nesbitt*, Corby, £1.50), which is a guide to home theatre and other entertainments - it is indeed surprisingly comprehensive in its small size. All these books arise from television as does my latest book, *Fiddler's Funnest Jokes* (*Pella Benjamin*, illustrated by Susan George, Beyerly, £1.25); doctor jokes, knock-knock book titles - all the awful jokes of nine-year-olds' heart could design.

— Andrew Davis

...appreciate that Sicily is ho

ARTS

Puppets and special effects

Norma Cohen on the No Kidding project

No Kidding, a seven-month pioneer research and performance project funded by the GLC's Disability Unit, uses puppet theatre and workshops to raise awareness of disability in junior schools. Initially conceived by SHAPE, the Puppet Centre, ILEA's Drama and Puppetry Inspectorate and the Drama Adviser for Special Education in collaboration with puppeteers, the work, now based at York Gardens Community Centre, London SW11, was triggered by a troupe of disabled and non-disabled puppets based in Washington DC called The Kids On The Block.

The integrated company of four Equity performers — Ruth Collett, Enzo Cozzi, Kate Margrie and Kate Portal — does not see disability as its only area of exploration. "As people with disabilities, we also have to contend with other levels of discrimination, based on race, class and gender." While challenging such forms of stereotype, the company aims to generate a more positive understanding towards disability among juniors. Funded by ILEA, *Something Not Quite Wrong* is a puppet play followed by a workshop for nine to eleven-year-olds which tours thirty-five London schools till the end of March. It's set in a museum exhibiting two puppets. Gutsy exploits all his senses except the visual to full advantage: Carlos is a Latin American boy with no speech, and movement in his head and one arm only — "A minority within a minority". With his friend, he's worked out his own unique method of communication. "Deafening to rebel, they meet up with a white boy and a black boy, an Afro-Caribbean girl who shares the invisible disability of asthma, and an able-bodied Asian girl called Jamilla. After a series of adventures which stretch their understanding of each other's differences as well as their sameness, all characters are eventually relegated to the basement.

The show queries current attitudes towards adolescence and "normality", deals with the tendency to pass off invisible disabilities like asthma without acknowledging them, alongside

more practical aspects of access and language use. As Gutsy says: "You're always saying 'Over there'. What shape is there? People go up there, down there, round there and through there. Is it like a big hill with a tunnel going through it?"

It follows a long period of research into attitudes in special schools and units and mainstream junior schools, talking and working with teachers and pupils. I sat in on a company workshop at Prior Weston JM School, London, which has a history of exchange visits with nearby Richard Clouesley School for the Physically Handicapped.

From previous work recording the experiences of children on their first day at school, which may well have been frightening or lonely, the group had evolved puppet characters and a theme story based on recreating memories. "I was made by a kid who couldn't see very well who sent my head away. Now I'm left with my memories," said a character called Circle. "I like laughing and storytelling and spend a lot of time sitting down because my legs get very stiff," said another.

Later, the children became engrossed, many for the first time, in making their own puppets. These could be highly developed creations using bits of leather, silver paper, polystyrene, old milk bottle tops or other junk from the South London Scrap Project, or often ingeniously simple: a plastic cap with ears stuck on with sellotape turned into a domineering extra terrestrial being. In groups, with the help of the four performers, the children worked out their own puppet stories, which were acted out with fierce absorption. They waited for their turn with a mixture of eagerness and hopping impatience, standing on chairs, operating from makeshift puppet booths, spinning out elaborate fantasies of dungeons, forests and gory symbolic deaths, sci fi dramas and sitcoms, accompanied by their own scripts and percussion.

The morning, stuffed with ideas and new starting points, lasted three hours



A pupil from Prior Weston School

and at the end there was a visible sigh from the children. No one wanted to move. "We've found that the use of puppets has enabled children to express things about themselves that they couldn't do in any other situation," says the company. It also testified to the pragmatic invention of children. One school had invented Cloud Land so that the Cloud character could skim along in her wheelchair. "We want to teach children as early as possible, and show that people with disability don't only have disability to offer. Their lives can be as full and interesting as those of able-bodied people, but that's just never appreciated."

Recent recommendations from the Arts Council's National Conference

on TIE and Young People's Theatre stress that companies should both highlight issues on disability and use more puppetry in productions. Further, the Committee of Inquiry into the Arts and Disabled People report suggests that TIE is the best medium for educating children about disability. After an evaluation period, it's hoped that a permanent company of this kind can be funded, and that the work will encourage more exchange between junior and special schools.

Lynn Hall, Administrator, No Kidding Project, c/o Puppet Centre Trust, Battersea Arts Centre, Lavender Hill, London SW11 (228 3333).

Parables

Charlie and the Chocolate Factory Sadler's Wells Theatre until February 15, then touring Norwich, Belfast, Stoke, Darford, Nottingham, Winkedon, Sunderland and Edinburgh. (01-240 5777 for tour details) Peacemaker Unicorn Theatre, London until March 2 (Box Office 01-836 8334)

Whether you think that this Dahl story ranks with *Belle and the Beast* or you dismiss it as balderdash, there's no denying its popularity. So any version, for the sake of the book's millions of fans, has to treat it with respect.

This version certainly does that. At Sadler's Wells, there were a few muttered corrections from the stalls, but by and large Dahl's combination of naïveté and naughtiness is intact. The main difference is the absence of the four ghastly children's parents as they tour Wonka's magical factory, but this is for reasons of economy. I do miss five ghastly children, despite the fact that one is our eponymous hero, Augustus Gloop and Violet Beauregarde are authentically horrible, and Michelle Archer as the spoilt but makes Violet Elizabeth Bogg look like Joan of Arc. The square-eyed Mike Teavee is also correctly irritating. Unfortunately, though, where Charlie Bucket should be sympathetic if not engaging, he turns out, appropriately for his surname, rather wet.

Hugh Sullivan's Willy Wonka won't disappoint. A little slyly and slyly, with extravagant stove pipe hat and goatee beard, he gives the impression of Vincent Price playing in *Dickens*. In all, the production has more of the feel of a West End musical for children, and less that of a pantomime. Christopher Reason's (taped) music, though instrumentally a bit thin at times, is fast, furious and funny, and there are some excellent singalongs. The money saved on actors and orchestra is obviously gone on design. I found wonderful (particularly Augustus Gloop's fat legs) and many of the extravagantly colourful designs to be "over the top" — they receive a very scene change.

There's more spectacle of an entirely different sort at the Unicorn. Peacemaker is an anti-intolerance parable for five to nine-year-olds that works far better on the floor of the local primary school hall than it does in this fully fledged theatrical production. That's not to say that this version, co-produced by Unicorn and its original Theatre Centre, isn't good theatre. It's Director Nona Sheppard has extended the story of the two little girls, one from the red country and one from the blue country, into modern mythical proportions. The red versus blue war is enacted by huge puppets; the wall they erect between them has an ugly look of urban decay.

It's extremely well performed with Mary McKusker and Faith Tingle as the two little girls managing to be the over the top. The problem is that the theatricality of the atmosphere creates expectations in the audience that David Holman's play isn't really built to satisfy. The story, for example, while it has plenty of moments of climax and fun, isn't particularly substantial: the reds and blues have a silly argument, fight, build a wall. Two little girls break through the wall and find, to their mutual surprise, that neither isn't the fearsome hairy cannibal created by fear and intolerance on both sides. With the help of a friend they teach each other to juggle and dance, then they return to their own side of the wall, having proved it vulnerable.

In primary schools, Theatre Centre's production was full of junior audience members who produced a lot of noise to produce tested materials for the 12-14 age range. The present pack takes the familiar theme of environmental education, the energy crisis and pollution problems, and consists of teachers' notes, 14 slides, a set of 15 masters, which can be copied to provide practical worksheets, and 10 copies of the pupils' booklet.

The subject matter covers both domestic and industrial waste. It indicates the advantages and the problems of recycling waste and brings in economic factors as well as matters of chemistry, physics or biology. A good sense of scale of the subject is conveyed, for example, by a picture

What would you do?



WALK DON'T WALK

Kathleen O'Leary reviews road safety teaching materials for primary schools

What would you do?



Roads can be very dangerous places, especially for a young child. In 1983, nearly 9,500 children on foot, aged 5-9, were killed or injured on the roads, and in the same year more than 11,500 16-year-old cyclists died or were injured. The Government launched a major road safety campaign in 1985, which will continue into 1986, and 1986 has been declared the European Road Safety Year.

Survival on the roads for young people is the responsibility of many authorities, including parents and the schools, and to this end a great many teaching materials of various kinds have been published, largely by the Royal Society for the Prevention of Accidents (ROSPA).

This includes a wide variety of brightly illustrated, appropriately illustrated posters and leaflets for parents and teachers, workbooks for pupils, assignment cards, and leaflets and stickers. Additionally there are complete teaching packs, project materials, and books accompanied by sets of appropriate worksheets and workbooks, with an excellent choice of relevant, interesting and stimulating activities for the pupils.

Much of the material may be photocopied, and although it is available from ROSPA by purchase only, the local Road Safety Officer frequently operates a free loan or hire service for these products. He may also be able to lead miniature road signs and crossings so that situation simulations may be set up in the school hall or playground.

Educating child pedestrians to survive on the roads starts very early. ROSPA's *Tuffy Club* is a road safety scheme designed to encourage language and concept development, and intended mainly for the use of playgroups and infant schools, for which group membership is free of charge.

Resource materials, beautifully illustrated and well presented, are available in abundance and include a

leaders' resource pack, comprising 30 lesson plans and new stories for a year's activities, a song book, simple story books, infant road safety workbook, cardboard characters, vehicle templates, road safety games, simple wooden jigsaws and a variety of brightly coloured large posters to use as focal points for discussion on particular safety themes. Audio-visual aids include films and slides for the 3-8 age range and a songs and stories tape.

The *Green Cross Code* materials are appropriate for infants and juniors and lay down a simple set of rules for children to learn, to protect them from accidents. A programmed learning book and a variety of posters, cartoon strips, stickers, workbooks, parents' guides and leaflets in Urdu and Gujarati are also available.

A *Curriculum for Road Safety Education* is a useful free, concise guide for all who teach road safety, but it is not a detailed syllabus. It elucidates goals and skills which can be incorporated into road safety teaching in the early, middle and later years of schooling. Lists of suitable teaching resources are included.

Children and Traffic by Dr. Ken Jolly, published by Macmillan, consists of three well-produced and skillfully illustrated teachers' books covering the 5-13 age range. These provide a structure and continuity for the teaching of road safety. Many practical and interesting ideas are included for projects involving pupils in discussions, experiences and activities related to the road and its users.

Book one is used with related worksheets which provide many simple graded activities for infants, and books two and three have well-illustrated laminated worksheets based on the content of the books. Total cost is £47.70, but individual units may be purchased.

Going Places, by Valerie and David Ingram (D.35), is intended for 8 to 12-year-olds. It consists of short-

les, couched in simple language and written by young people, which reflect the wide variety of road safety problems they may encounter. The quality of illustration enables slower readers to pick up additional clues about the events being described.

Essentially the stories form an excellent basis for class discussion in which all pupils can be actively involved in terms of their own ability, experience and understanding. Of particular value is the wide range and variety of pupil activities which could follow the initial discussion, such as drama, creative writing, art, simple surveys and visits.

Go with Science is a valuable, well-conceived course, devised to develop specific science and road safety concepts. A series of seven topics, suitable for the 4-11 age range, has been selected, each packaged separately.

The text is clear and well presented, proposed activities are explicitly described and diagrams are simple and easy to comprehend. Attractive, durable worksheets are provided for the last four named topics which present

relevant, interesting and stimulating experiments for the pupils to follow and provide opportunities for developing the processes and skills of science. Slide sets accompany some of the topics. The set costs £24.50, but individual books may be purchased.

The *Survival Action Series* includes a set of modules, each intended for a particular age group and aimed to present safety skills as a dynamic and necessary part of living. *The Wagon Train Module* (£10.20) is for 7 to 8-year-olds, and the special qualities required in applying a safety code are contrasted on the coast of a wagon train in the American Wild West. The *Sportsman Pack* (£10.20) presents the special qualities associated with sportsmen and relates them to safe behaviour on the roads. It is intended for 9 to 10-year-olds.

Both packs include workcards and colouring sheets which may be photocopied. *1001 Concorde* (£23.95) is a more sophisticated pack, intended for 12 to 13-year-olds. It includes a useful slide/cassette sequence.

Cycleway is an extended version of the national Cycling Proficiency scheme, and is a full curriculum-based education programme for 8 to 12-year-olds, costing £35.51. An excellent programme, it consists of eight units, each one treating an aspect of cycling, including machine care and maintenance, in a wide educational context. Pupils do not need a bicycle to participate, because *Cycleway* aims to help all pupils, cyclists or not, to develop an understanding of dealing with hazards and safe road use and for this reason is designed as a whole class activity. Photocopiable worksheet masters are included.

Accidents Data-File (£5.96) is available as a computer program on cassette for the BBC Model B micro. It has been compiled from police records of accidents, and contains records of 66 actual accidents to children aged 5-14. It is intended to be used in conjunction



Tuffy Club

Emotional engineer

The Little Company Hillfields County Primary School, Hillingham, Kent, January 29.

He's a big man, with a big face. Rubberface the Clown. He steps lightly, without make-up, from the back of the hush of the hall. The image is neat and wholesome, with an edge of sparkle, no touring tat. Hesitant, looking for acceptance, he hides behind curtains, and bobs in a dance for sympathy. No mawkishness here; the device is at once dramatic and disarming. The adult prepares to communicate in the idiom of the child, on the child's terms, but without betraying a mature good nature. At the front, with the thinnest of mirrors, the clown's traditional face is applied with artistry and panache, cleverly exposing the duality, and diffusing the danger. The red nose, blue tears and white eyes are hilariously revealed as the tools of the emotional engineer. The performance is founded on the fascination of the back-stage or back-tent ritual.

The Little Company's characteristic chummy intimacy cloaks a steely professionalism. Visual jokes are honed to look easy. This is a clown who can juggle, tumble, mime and magic with a deft grace. He also shuns the manic desperation of the applause-seeker to

share "the knowledge" with an assembly of potential and potent rivals. A company strength lies in the insistence on participation. The audience are mutedly encouraged to provide the dialogue to the mime. By the time the clown speaks, he has created an environment, brilliantly and subtly controlled, in which inhibition is effortlessly challenged, and community is endearingly celebrated. The performance assaults notions of what is possible, ridiculous, the brazen, sometimes sinister exploitation of children's pantomime, and evokes real joy with a combination of anticipation, suspense and the release of laughter.

The workshops for seven to eleven-year-olds, which follow the performance, further explore the nature of comic expression. The groups are smaller; the accent is on doing rather than watching. Tony Watt, alias Rubberface the Clown, conducts an adventure into the self with bright props and silly gags, and everybody gets to wear the hats and spin the plates. The sense of occasion remains; the kids stretch relationships, achieve peace and must the jokes. Everything and nothing matters; there's a safety net in the smile on the clown's face.

The Little Company are in the Midway area for the rest of February. Catch Rubberface at the Polka Children's Theatre, Wimbledon, on March 15, in the company's version of *Wilde's The Happy Prince*, or their *Carrot Master* at the Lyric Theatre, Hammersmith, on February 23 and March 29.

Tony Rowlands



Steve Hodge on Bedlam

Village of fear

The Roses of Eym, Taunton Youth Theatre

During the January shows, a group of young actors from the Taunton-based Youth Theatre visited the Peak District Village of Eym, whose brief entry into national history came in 1665, when the carter brought in a bale of plague-infested cloth. The subsequent tragedy was inevitable; but it was the village's courage in accepting a voluntary quarantine and so limiting the spread of infection that is remembered.

In several plays, The Somerset company had been rehearsing Don Taylor's version, *The Roses of Eym* for three months before they made the journey to Derbyshire. It was then that the story came alive for them. Some were even moved to tears as they visited the church and walked through snowy lanes to look at the cottages, marked by plaques which showed where the characters lived. They were portraying how they were portrayed when they died in that fatal year. When they came to perform the play in Taunton's Brewhouse Theatre, many of them relived that experience in the wings before re-enacting the villagers' fear and loss on stage.

One player, however, lived almost continually in character. Steve Hodge, a student at the Somerset College of Art and Technology, who took on the part of the mad boy of Eym, and who acted as chorus and touchstone to the whole production, risked frostbite in January as he hobbled almost barefoot through the village in his rags. On stage, he never for a second eased his twisted body, or allowed his drooping mouth to find in sanity as his long, contorted fingers wove the air in a desperate attempt to communicate and comprehend. It was a masterful and moving performance.

For Steve Elliott and Helen Baillie, who both teach at Taunton schools and direct the Youth Theatre as a spare time activity, this was a particularly important production. The group, which provides an experience of community involvement as well as theatrical activities for anyone in the area between the ages of 14 and 22, is now completely independent. The beautifully polished and lively performance of *The Roses of Eym* was the first production to be financed entirely from the fund-raising efforts of the Youth Theatre's members and friends.

Shirley Toulson

Waste or energy

Waste Management and Resources Science Unit 5 Price £12

Keep Britain Tidy Group Schools Resource Project, Brighton Polytechnic, Grand Parade, Brighton BN2 2JY.

This is the last of a set of five units produced by the Brighton Group, whose aim is to produce tested materials for the 12-14 age range. The present pack takes the familiar theme of environmental education, the energy crisis and pollution problems, and consists of teachers' notes, 14 slides, a set of 15 masters, which can be copied to provide practical worksheets, and 10 copies of the pupils' booklet.

The subject matter covers both domestic and industrial waste. It indicates the advantages and the problems of recycling waste and brings in economic factors as well as matters of chemistry, physics or biology. A good sense of scale of the subject is conveyed, for example, by a picture

showing the volume of water used to produce common items like a newspaper (10 litres), a nylon shirt (40 litres) and a car tyre (a staggering 40,000 litres).

The practical worksheets are clear and complete. Each has a theme such as sulphur dioxide and plant growth, double glazing and energy, fuel from waste, electrostatic precipitation. They thus cover many applied aspects of the traditional science subjects, taking waste management as the overall theme.

Discussion questions are included in each worksheet, while the teachers' notes include interpretations of the experiments and give details of the availability of the less common substances required.

Overall, this is an excellent, up-to-date pack of material. My only real criticism, which applies to virtually all materials in this area, concerns the use of the word "energy". In the pupils' book we are told: "Using waste as fuel provides a second use for the energy contained in the paper and plastic. Even so, much more energy is used to make goods than can be recovered by turning them into fuel." Later in their science education students will learn that energy is a conserved quantity which cannot be created or destroyed. Small wonder that they have difficulty in believing it.

Alan Vincent

Words are not enough

Profile on Prejudices Price £4.95 plus p & p Minority Rights Group, 29 Craven Street, London WC2N 3NT.

"First they came for the Jews, and I did not speak out — because I was not a Jew. Then they came for the communists, and I did not speak out — because I was not a communist. Then they came for the trade unionists, and I did not speak out — because I was not a trade unionist. Then they came for me — and there was no one left to speak for me." So said Pastor Niemöller, and hence the excellent poster included in the Minority Rights Group's *Profile on Prejudices*.

The dramatic impact of the pastor's statement, however, is not entirely echoed in the rest of this pack. Confronting the "profiles" of the oppressed minorities of Native Americans, Travellers, and Palestinians. Information about the MRG, the poster and a teacher's handbook, the pack is good value, but a bit heavy on the old

where the individual profiles sensibly rely on history and the moving words of dispossessed and harried peoples to speak for themselves, the teachers' book is keen on the witch-hunting of stereotyping and prejudice within the teacher and on confronting it where it arises within the pupil. Examining and possibly exploring myth and fact through dramatic improvisation, craft activity, or simulated problem solving, such as the back page of each eight-page profile booklet suggests, is far more likely to succeed. Sermons get people's backs up; more photos would have done the job better.

"See yourself in others, then whom can you hurt, what harm can you do?" the Buddha is quoted. Clearly there is something lacking in this kind of appeal to finer feelings or we would not be in the situation adumbrated in a later inclusion, the allegory of *Starship Earth*, choking on its own pollution. On the other hand, the media game suggested, whereby two kinds of captions are fitted to photographs, is excellent. "This old man has to walk long distances to get provisions" versus "In Native American society the Elders are respected and treated with care" makes a very neat point, and should provoke a few thoughts.

Victoria Neidmark

notes

ATOMIC RESOURCES

A new edition of the booklet "Resources for Teachers" has been issued by the United Kingdom Atomic Energy Authority. Materials described include a computer program which simulates the operation of a nuclear reactor, new videos for lower secondary school children, a multi-media resource pack, and a series of posters.

The booklet is available free from Room 119, UK Atomic Energy Authority, 11 Charles II Street, London SW1V 4QR.

MUSEUMS & GALLERIES

The 1986 edition of "Museums & Galleries in Great Britain & Ireland" is now available from WH Smith and leading booksellers, price £2.50. The new edition contains details of around 1,500 museums, galleries and collections and includes information on opening times, admission charges, exact location and a brief description of principal exhibits.

MEDIA

The great divide

Robin Buss on a package of BBC Schools programmes about Ireland

SCHOOLS TELEVISION/RADIO
Divided Ireland
BBC2, Mondays 10.38am
Repeated Thursdays 2.40pm.
The Irish Question
Radio 4VHF
February 3-7.

This is a linked series of two television *History File* programmes and seven *Radio History* broadcasts, including a radiovision transmission with an accompanying filmstrip and other back-up material. Though the different parts can be used separately, the whole package amounts to a very thorough exploration of a topic that makes a particularly rich starting point from which to investigate questions of historical evidence and ideologies. No one can fail to recognize that events in Ireland have caused Irish history and cannot be understood except by reference to the past.

The two television programmes, given the limitation of time, are the least substantial of the broadcasts, but they raise the right questions. You only have to look at the border between north and south in Ireland to see that it is a state of mind, not a physical barrier.

Centring each programme on this insubstantial divide, David Scott Cowan avoids a drab chronology, allowing the people of Ulster to describe their own feelings about its two cultures. It is particularly good as an attempt to describe Loyalism and the feelings of those who speak of retain-

THIS ROAD IS NOT
APPROVED FOR
MOTOR TRAFFIC
BETWEEN
NORTHERN
IRELAND
AND IRE

ing their "British way of life" but whose aspirations, ironically, are hard to understand for those living elsewhere in the British Isles. There is little on the violence, more on the conflicting emotions that give rise to it; and the effort to avoid bias in the

commentary (by use of phrases like "paramilitary activity" in place of "terrorism" or "resistance") is worth studying in its own right, as evidence of another perspective on the events. The border has cost too much, the Reverend John Batchelor says near

the end of the first programme: "Our men... our security forces haven't died in vain." The history of the region is still being written, with clear implications for the future. The radiovision programme accompanying a 76-frame filmstrip, goes back from the present troubles to the Celtic settlement of the country and provides the basis for analysis of the evidence in different kinds of documentary record.

The possibilities for development are, if anything, too large and only a class totally engrossed in Irish history will be willing, by the time they reach the cartoon of Gladstone signing the Land Bill, to explain the point of the man holding the club, the "honey" in the pot and the Acts in the wastepaper basket.

Sensitive and selective handling should overcome this problem and supply the necessary background for the four programmes on the Famine, the Dynamite War, Bloody Sunday and the current situation. These go deeper into the analysis of events; the study of the causes of the Famine, presented by Bob Geldof, illustrating the connection with economic Liberalism and the one on Bloody Sunday inviting students to make their own judgements on what happened.

All the programmes are backed up by workbook exercises and lead, after programme three, to a simulation exercise. As a whole, the package is exceptionally well designed, not only as a tool for understanding events in Ireland, but as training in analysis of evidence and the nature of historical enquiry.

briefings

radio & tv

For schools

CHILD CARE AND PARENTHOOD

(Monday, 9.15 BBC2)

A resource for teachers working in the field of family life education. Designed to interest both boys and girls of 14 to 16 years of age in the development of young children.

PICTURE BOX

(Mon 9.30, Thurs 10.11 ITV)

"The Legend of Sleepy Hollow" is an old ghost story brought up to date and presented in cartoon form for 8 to 11-year-olds.

GENERAL STUDIES

(Mon 11.40, Fri 13.33 BBC2)

"Brave New Births" investigates the scientific techniques involved in the creation of artificial births and encourages 16 to 19-year-olds to discuss the ethics of surrogate motherhood and experiments on embryos.

TUTORIAL TOPICS

(Monday, 14.18 BBC2)

A series of short programmes designed for use in class tutorials with 11 to 13-year-olds. Includes items on starting at a new school, homework, bullying and living with a handicap.

RELIGIOUS STUDIES

(Monday, 14.40 BBC2)

"Why? Because..." are topic-based programmes illustrated from the world's major religions. Here 11 to 14-year-olds explore questions about the meaning of life through people's attitudes to animals.

DESCUBRA ESPANA

(Tuesday, 9.35 BBC2)

A resource series for pupils who have completed two or three years of Spanish. The programmes are modular.

PEOPLE AND POLITICS

(Tuesday, 10.48 ITV)

Should power be centralized? Can government policies be managed by borough councils? 14 to 16-year-olds see where government decisions are made.

SECONDARY ENGLISH 11-14

(Thursday, 9.30 VHF4)

A dramatization of Conan Doyle's classic Sherlock Holmes mystery, "The Hound of the Baskervilles", recorded in Bristol and on Dartmoor. Roy Apps has used fast-moving dialogue to help Watson and Holmes appeal to modern listeners.

APPUNTAMENTO IN ITALIA

(Thursday, 13.20 BBC2)

Suitable for second-year Italian students. This modular series offers a number of insights into life in Italy.

DICHO Y HECHO

(Friday, 9.35 BBC2)

Basic skills in Spanish. Short sequences introduce and reinforce situations such as getting directions, dealing with money, asking the time and talking about yourself.

Continuing education

A TASTE OF...

(Saturday, 18.00 VHF4)

Ray Gosling sets out to find the languages on our doorstep - Urdu, Chinese, Spanish and Yiddish.

PLAY TENNIS

(Monday, 13.08 BBC2)

This series encourages people to get out and play tennis, using Derek Horwood's unique step-by-step method.

THE MONEY MAKERS

(Tuesday, 19.30 BBC2)

Profiles of six of the world's best-known industrial corporations. David Lomen talks to the men at the top and looks at the current state of their industry.

Street credibility

Jean Sargeant listens to Radio 1's campaign to answer questions on career options

RADIO
Which Way Now
BBC Radio 1, January 27-31
Support booklet produced by COIC

I listened to the 7.40am *Which Way Now* bulletin, the first of five such bulletins spread throughout the day, in typical listening conditions. I was standing in the kitchen, a slice of toast in one hand, vigorously wiping out my teenage son that if a clean shirt couldn't be found it might be because the dirty ones were still on his bedroom floor. Exactly at this juncture Radio 1 invited us to think about option choices. "What do they mean by a balance of subjects?" Peter Powell asked. What indeed?

Which Way Now is the BBC's fourth annual campaign to answer that and other questions that affect the option choice of 13 to 14-year-olds. Should you only choose the subjects that you are good at? What happens if you do make a mistake? Where can you find out more? What can you learn from work experience?

Bulletins are injected into the mainstream wallpaper of pop programming every day for a week - in Janice Long's show or bright and early in the morning with Mike Reed, for example. However, though the appeal is popular, the message is educational. Fifth formers say how their options worked

out, why they are glad they kept that spread of subjects but maintained a fall-back position. Sometimes their comments would do Miss Brodie proud: "Work hard, don't just dawdle around in class."

"Experts" get a look-in too. Careers teachers have their say, others extol the merits of the new GCSE. There was even talk of options being fun. From my domestic vantage point I could hear hollow laughter from my son. Overall though, the advice was good sensible stuff... and he didn't switch it off.

The *Which Way Now* broadcasts offer nothing new in the way of careers guidance. Their strength lies in their ability to speak to young people through a medium of which they approve. Radio 1 has more clout than Mum, Dad or the careers teacher.

In educational terms the real strength of the campaign may lie in the COIC booklet which greatly expands the topics trailed in the bulletins. It is Radio 1, however, that lends street credibility to what would otherwise be just another school handout. Both COIC and the BBC are to be congratulated on recognizing their mutual dependency in attempting to help young people.

Of course, the booklet can and does stand on its own. This year's contains particularly useful information about the new GCSE exams. Moreover, as the 400,000 booklets likely to be requested as a result of the campaign are delivered, not to school (which COIC feels would weaken the impact) but to homes, there is no doubt that parents will have a greater opportunity to participate in their children's option choices than would otherwise have been the case.

Booklets are available until the end of March from *Which Way Now*. Freepost; Corby NN17 9BR.

From town cats to country mice

Francesca Greenoak reviews a new conservation series for primary and middle schools

SCHOOL RADIO
Conservation - Now
BBC Radio 4VHF
Fridays, 11.20am.

This new BBC radio series consists of a number of perky features, loosely related to each other. It always includes matters close to home, as well as urgent notes about exotic, endangered species such as the manatee.

The series started off strongly with a piece based on naturalist/presenter Roger Tabor's work on town cats. It included a saddening but useful hint about examining apparently lost cats for blunted, torn claws, which indicate that the animal may have been in a road accident, even though it may show no outward sign of injury. This programme also gave us a ghastly sum. Seven snow leopards (always rare, but now more threatened than ever) equal one fur coat!

I would have wished, though, that the item about wild cats had been done elsewhere than in a zoo. Far too many children are growing up to believe that wildlife belongs in zoos, and safari parks, and conservation is concerned with having more of them. An extreme example is that the British Telecom (famed for its crass and arrogant) had as the Year prize, a trip to London Zoo. The prize-winner was a boy whose hobby was keeping tarantulas and

lizards - many of them almost certainly creatures who do not breed in captivity and have to be wrenched from their wild habitat to become pets.

The competition announced in *Conservation - Now* has much more understanding of conservation issues. Run in conjunction with the Young People's Trust for Endangered Species, it elicits well-documented and illustrated guides to a school nature trail or garden. One of the strongest characteristics of the series itself is that it not only encourages a caring participation from children, but also broadcasts the young conservationists speaking for themselves - and very convincingly.

The Director of YPTES has a regular feature about an endangered plant or animal with a summary of the conditions which have brought it under threat. Less successful as a regular item is the "Agony Uncle", who answers letters from persecuted animals, the purpose being to take things from an animal's point of view and explain the circumstances, but circumstances are often not rationally explicable and the answers are feeble.

The series is well worth tuning in to for easily-accessible but intelligent conservation aimed at 9 to 12-year-olds. The teachers' notes, available at 50p, back up the programmes well and teachers are encouraged to duplicate the quiz, games and project information contained within it.

A chance to show adult education

The million pound gift of an arts and community education centre in Shrewsbury lifts the gloom in an otherwise battered service.



A chance for school leavers and others to improve basic skills or to brush up on bridge (below).



A third of those taking second chance courses are improving their numeracy and drop-in classes (below) provide for young parents.



No area of education has suffered more from the financial stringencies of the 1980s than adult education. In a time when authorities struggle to maintain even statutory services it has fallen to the bottom of priority lists and a succession of gloomy reports have testified to its virtual extinction in some areas.

But a £1.25 million capital project has been a massive boost to provision in Shrewsbury. Not that Shropshire has loosened the purse-strings with a vengeance: the Gateway centre, purpose-built for community education and the arts, was opened in August 1984 as a gift from ex-county councillor Roy Fletcher.

Adult education in Shropshire was traditionally associated with the eighteenth-century College Hill House, fondly remembered by John Till, assistant county education officer for further education, who says: "It was extremely successful. It had an atmosphere all of its own, and people who came on courses there were encouraged to come back."

But by the late 1970s it was clear it wasn't going to last much longer. Mr Fletcher had used the facilities, knew how important it was in town life and the impossibility of replacing it in the current financial climate.

He made the first offer to the council in 1980, and discreet talks and consultations took a couple of years. The final donation amounted to a site on the River Severn owned by Mr Fletcher, and £1.25 million with which to build and equip the centre.

From worrying about maintaining the service, Shropshire found itself with the unfamiliar pleasure of planning for a wider range of activity in superior, more spacious accommodation. The elegant, but functional two-storey structure was built to last. "Even the builders said how much they enjoyed working on it, using materials of a quality you don't normally get the chance to handle on publicly funded projects," Till says.

The aim was to incorporate the activities carried out at College Hill House by the county, the Shropshire and District Arts Association and the Shropshire University Extra-Mural Depart-

ment, and as wide as possible a range of local arts and community groups.

John Till explained that the building was planned to attract people who might not enter a school or college. "The entrance is deliberately easy to see into - the aim was to avoid intimidating people. We wanted the foyer to act as a 'market place'. People should be able to drop in to find out what was going on in Shrewsbury, to look at the notices and displays."

David Carter, the centre's warden, points to a 50 per cent increase in numbers using the facilities compared to College Hill House. "People are much more aware of us following all the publicity attached to the gift, and the official opening by Princess Anne. Use by a variety of organizations and groups is very important, as they all feed off each other. The message we're got to get across is that this is for the whole community, not just an élite."

"We looked at the centres in Leicestershire and

learnt a great deal from them. But we feel that not being part of another institution is an advantage. Many adults won't come into a school or college. Facilities like the coffee shop and book shop, which are open to the whole public and not just centre users, are very successful."

"We've also been able to use the large hall here for a number of events such as a series of celebrity lectures, concerts, master classes and a poetry festival. It has been used for children's activities and art and craft exhibitions."

Visitors from other counties, who will increase in number if plans to attract regional meetings succeed, have expressed considerable envy at the facilities available. But David Carter is even more pleased with the reactions of local users: "I'm delighted that people say what a friendly, pleasant, accessible place this is."

That sort of atmosphere is crucial for the Second Chance adult literacy scheme run by Frances Isherwood, who says: "Confidence and

security are essential. People say this is an easy atmosphere to come into. They know there is help here. The course is prospering with 240 people currently involved, a third of them on numeracy courses which couldn't be run before."

The room is placed inconspicuously on the first floor, allowing students to slip in and out unobtrusively if they wish. It is also well-equipped with a computer, comfortable padded chairs, tables and a carpet. "The whole set-up has helped give people confidence - there's a feeling that things can be done here," she says.

Extra-mural tutor Peter Toghiani points to the value of a multiple - use environment many of his students came into the building to take part in other activities.

Extra accommodation and interest have allowed him to broaden the range of courses provided, though he has to reckon with the demands and often contradictory priorities of the DES: "This term we've run an anthropology course with 25 students, all women, studying for 20 weeks. The DES wants more science and technology courses - but the demand is for the arts. They also want more fee income and I know if I put on 20 courses on birds they'd all be sold out - but then economics or political science might get squeezed out," he explains.

Trying to assess the overall impact of the new centre John Till points to the things that would not have been possible at the decaying College Hill House.

"Both our courses and the local societies have seen attendances rise impressively - the railway society, for instance, has seen attendances rise from about 40 to 70 or 80. All this activity is vital to the morale and health of a town like Shrewsbury." He adds that a single-site operation, ideal for a town like Shrewsbury, would not be appropriate for Telford New Town, 15 miles down the road, with its multiplicity of centres.

In Shropshire, at least, the battered adult education service has been given some insurance against further cuts, as well as a chance to show its continuing relevance.

Huw Richards

4 Titles Available For Recording From Sunday 16th February 1986

Approximate Transmission Times.

Monday 16th February 1.00pm <i>Popcorn</i> (Free Code A) 1.15pm <i>The Big Game</i> (Free Code A) 1.30pm <i>The Big Game</i> (Free Code A) 1.45pm <i>The Big Game</i> (Free Code A) 2.00pm <i>The Big Game</i> (Free Code A) 2.15pm <i>The Big Game</i> (Free Code A) 2.30pm <i>The Big Game</i> (Free Code A) 2.45pm <i>The Big Game</i> (Free Code A) 3.00pm <i>The Big Game</i> (Free Code A) 3.15pm <i>The Big Game</i> (Free Code A) 3.30pm <i>The Big Game</i> (Free Code A) 3.45pm <i>The Big Game</i> (Free Code A) 4.00pm <i>The Big Game</i> (Free Code A) 4.15pm <i>The Big Game</i> (Free Code A) 4.30pm <i>The Big Game</i> (Free Code A) 4.45pm <i>The Big Game</i> (Free Code A) 5.00pm <i>The Big Game</i> (Free Code A) 5.15pm <i>The Big Game</i> (Free Code A) 5.30pm <i>The Big Game</i> (Free Code A) 5.45pm <i>The Big Game</i> (Free Code A) 6.00pm <i>The Big Game</i> (Free Code A) 6.15pm <i>The Big Game</i> (Free Code A) 6.30pm <i>The Big Game</i> (Free Code A) 6.45pm <i>The Big Game</i> (Free Code A) 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Nursery Education

Deputy Headships/Second Masters/Mistresses

KINGSTON UPON THAMES
SURREY HILL NURSERY SCHOOL
Surrey Hill, Kingston, Surrey
Tel: 01-890 9555
To: 01-890 150
DEPUTY HEAD TEACHER
Required for September 1986.
London Allowance £678.
Application forms and further details available from the Director of Education and Recreation, Kingston upon Thames, Surrey KT1 1EJ (see website), to whom completed forms should be returned within two weeks of the advertisement. 100012 (198581)

Other Appointments

BEDFORDSHIRE
SOUTHERN AREA
CHANNY INFANT SCHOOL
Fauldham Avenue, Luton.
Tel: 04616
Required for April 1986, to cover maternity leave, a temporary teacher for a 4.7 class, etc.
Application forms and further particulars obtainable from and returnable to the Head at the school, s.a.e. please. (19876) 100026

BRENT

LONDON BOROUGH OF BRENT
OLIVER GOLDSMITH INFANTS SCHOOL
Coulson Gardens, Kingsbury
Tel: 01-505 7693
Required for 34 February 1986 or as soon as possible. Nursery Teacher, Applicants should have previous nursery experience.
Application forms available by sending s.a.e. to Borough Education Officer, Huxton Hey Road, Huxton, Maresfield L26 2EJ (see website) to whom completed forms should be returned by Friday 28 February 1986. 100056

DONCASTER

ST JOSEPH'S R.C. J & I
Seven Avenue, Rotherham, Doncaster DN1 1 QNS
Tel: 01924 56098
Required for Easter 1986 or as soon as possible. Nursery Teacher, Applicants should have previous nursery experience.
Application forms available by sending s.a.e. to Borough Education Officer, Huxton Hey Road, Huxton, Maresfield L26 2EJ (see website) to whom completed forms should be returned by Friday 28 February 1986. 100056

NEWHAM

LONDON BOROUGH OF NEWHAM
FULL-TIME AND PART-TIME NURSERY TEACHERS
Required for September 1986 or as soon as possible. Nursery Teacher, Applicants should have previous nursery experience.
Application forms available by sending s.a.e. to Borough Education Officer, Huxton Hey Road, Huxton, Maresfield L26 2EJ (see website) to whom completed forms should be returned by Friday 28 February 1986. 100056

Primary Teachers

Temporary and Supply

Secondary Teachers

Supply

Applications are invited from qualified and experienced teachers to teach in Primary and Secondary schools in the Inner London area on both a full-time and part-time basis.

The following areas are interested in applications:

Hammermith, Fulham, Kensington
Camden and Westminster
Islington
Hackney
City of London and Tower Hamlets
Greenwich
Lewisham
Southwark
Lambeth
Wandsworth

Teachers currently completing their teacher training should not respond to this advertisement.
Posts in the Authority's service carry an Inner London allowance of £1,036 in addition to the Burnham salary.
ILEA AN EQUAL OPPORTUNITIES EMPLOYER (1984)

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND DIVISION
WROTHAM ROAD COUNTRY
PRIMARY INFANTS SCHOOL
Wrotham Road, Gravesend
DA11 0GF
Required for April or September 1986, a Scale 2 experienced Nursery Teacher to take charge of a new Nursery Class, able to develop a multi-cultural curriculum and to be committed to working with parents.
Application forms and further details available from the Director of Education, s.a.e. please, or by telephoning 0474 61666 to be returned as soon as possible. (198516) 100026

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
SURREY HILL NURSERY SCHOOL
Surrey Hill, Kingston, Surrey
Tel: 01-890 9555
No. on roll: 160
Required for September 1986 a qualified and experienced Nursery Teacher to be responsible for curriculum development for this purpose, built open plan school, experience in a team teaching situation desirable.
Scale 2 post. London Allowance £678.
Application forms available from the Director of Education and Recreation, Kingston upon Thames, Surrey KT1 1EJ (see website) to whom completed forms should be returned by Friday 28 February 1986. 100012 (198581)

KNOWSLEY

ST ANDREW'S RC MI
Boundary Farm, Higher Road, Halewood, Merseyside L26 2EJ
(128 Boys and Girls on roll)
TUESDAY CP
Maryville Road, Prescot, Merseyside L35 9TA
(228 Boys and Girls on roll)
Scale 1 Nursery Teacher required for each of the above schools for beginning Summer Term 1986. Applicants should preferably have previous nursery experience.
Application forms available by sending s.a.e. to Borough Education Officer, Huxton Hey Road, Huxton, Maresfield L26 2EJ (see website) to whom completed forms should be returned by Friday 28 February 1986. 100056

NEWHAM

LONDON BOROUGH OF NEWHAM
FULL-TIME AND PART-TIME NURSERY TEACHERS
Required for September 1986 or as soon as possible. Nursery Teacher, Applicants should have previous nursery experience.
Application forms available by sending s.a.e. to Borough Education Officer, Huxton Hey Road, Huxton, Maresfield L26 2EJ (see website) to whom completed forms should be returned by Friday 28 February 1986. 100056

Primary Teachers

Applications are invited from qualified and experienced teachers to teach in Primary and Secondary schools in the Inner London area on both a full-time and part-time basis.

Secondary Teachers

Supply

Applications are invited from qualified and experienced teachers to teach in Primary and Secondary schools in the Inner London area on both a full-time and part-time basis.

The following areas are interested in applications:

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Camden and Westminster
Islington
Hackney
City of London and Tower Hamlets
Greenwich
Lewisham
Southwark
Lambeth
Wandsworth

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ILEA AN EQUAL OPPORTUNITIES EMPLOYER (1984)

SOLIHULL

EDUCATION COMMITTEE
CHESWICK GREEN JUNIOR
AND INFANT SCHOOL
Cheswick Way, Shirley, Solihull, West Midlands B90 2BC
Tel: 091-728 3336
Nursery Teacher Scale 2 Required as soon as possible, for details and application form, closing date: 7th March 1986. (198526) 100026

WALTHAM FOREST

EDUCATIONAL VISITORS
Required s.a.e. Nursery/Infants Teachers to be attached to Primary Schools.
For further details see our advertisement under Primary, Scale 2 and above. 100026

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
MAYVILLE INFANTS SCHOOL
Lincoln Street, London E11 2AA
Required for April 1986. Nursery Teacher required for 40 place Nursery Unit to work with one other teacher and two N.N.E.s.
SCALE 1 plus Outer London Allowance. Priority Applications.
Application form (and further details) available on receipt of s.a.e. from the Head Teacher. Ref: P38/813, (198781) 100026

Primary School

Education

Headships

BERKSHIRE

MEADOW VALE INFANTS SCHOOL
Moorvale Avenue, Bracknell
Tel: 0494 51110 + 43 PT Nursery Class
Required for April 86 a Headteacher for this Group 3 Infants School.
Application form and further details from the Director of Education (ref: PDC), Shire RG2 9YE.
Closing date: 24th February 1986.
An Equal Opportunity Employer. (19810) 110010

BERKSHIRE

GEOFFREY FIELD INFANT SCHOOL
Buckley Road, Reading
N.O.R. 225 + 40 PT Nursery Class
Required September 1986. Headteacher (Group 4).
Application forms and further details from the Director of Education (198555), Shire RG2 9YE.
Closing date: 7th March 1986.
An Equal Opportunity Employer. (198369) 110010

CAMBRIDGESHIRE

EQUAL OPPORTUNITY
CAMBRIDGE AREA
Applications are invited for the following HEADSHIP to commence in September:
SWANLEY COUNTRY PRIMARY SCHOOL - GROUP 4
Application forms and further details from and returnable to Assistant Director of Education, North East Division 3, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 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PRENATAL CARE
RYAN'S C&C JUNIOR
MUMS AND INFANT
 Garnet Road, NW10
 Tel: 0181 275 1111
 Tel: 070 470 70 Nursery, Social
 Priority School
 Acquisition Governor/September
 Infant co-ordinator (Scale 3)
 ment. The person appointed
 must be a registered infant teacher,
 and will be responsible, under
 the direction of the Governor,
 co-ordinating the curriculum,
 monitoring the infant department
 of the department, and for
 liaising with Government, and
 to appoint a practicing Christian,
 of the Third Government, to
 £1,038 per annum is payable.
 The person appointed must be
 admitted to multi-cultural educa-

Unless otherwise stated ap-
 plications should be sent to the
 person named in the head teacher
 column, available within 14
 (1993/7) 110900

BROMLEY

SCHOOL
Town Court Lane,
Orpington, Kent BR6 1EL

MATHEMATICS CO-ORDINATOR

Required for April 1986 (or September 1986) an experienced teacher for the Scale 2 post of Mathematics Co-ordinator (working to a Scale 3 post holder). This post is a leadership role. The school offers an opportunity to a teacher willing to accept responsibility for leadership to develop a newly introduced mathematics scheme.

Application forms and further details from the

(88427) 110020

DONCASTER
ST JOSEPH'S R.C. J & I
SCHOOL
Seven Avenue, Rossington,
Doncaster DN11 0NS
Tel: Doncaster 868098
JUNIOR TEACHER - SCALE 3

DERBYSHIRE

See Derbyshire Display
advertises reference D5/
69/15/F Page 45.
(95554) 110020

Doncaster is an equal opportunity employer and applications from disabled persons are welcome.

Application forms are available from the Director of Education, Priests' House, Doncaster DN1 2EP, to whom completed forms should be returned by 28th February 1984 (95071) 110025

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated: Closing date for receipt of application: is 24th February 1986.

Application forms are available from and should be returned to the Director of Education, Scitcatpost 12, Merrion House, 110 Merrion Centre, Leeds LS2 8LR.

The post reference number should be quoted on all correspondence.

Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

LEEDS IS AN EQUAL OPPORTUNITY EMPLOYER

PRIMARY SCHOOLS

HEADSHIP (GROUP 7)

NE10 HARLESIDE PRIMARY SCHOOL.
(No. on Roll 545) 2 years primary
Roundhay Road, LS8 3AN
Telephone: 490245
Head Teacher: Mrs B. Thickett

Required for September, Head Teacher (Group 7). Details from Director of Education. Previous applications will automatically be reconsidered. Closing date 20th February 1986.

(No. on Roll 274 5-9 years)
New Road, Veadon LS19 7HW
Telephone: 303540

Required for September, practicing Catholic, for Headship (Group 4). Application forms and details of requirements to Chairman of Governors, The Very Rev. Monsignor J. J. Dunn, St. Peter and Paul Priory, 21 New Road, Veadon LS19 7HW. Closing date: 28th February.

DEPUTY HEADSHIPS (Group 4)

5112 MIDDLETON ST MARY'S C/A PRIMARY SCHOOL
(No. on Roll 241 5-9 years) + Nursery
Moat Flatts Road, LS10 3SW
Telephone: 717206
Head Teacher: Mr. J. A. New
Required for September, Deputy Head Teacher (Group 4) with a top leading role in management and administration of school. Ability to work throughout all ranges essential. Details from Director of Education. Closing date: 28th February.

NE113 WETHERBY ST JOSEPH'S RC JUNIOR AND INFANTS SCHOOL
(No. on Roll 204 5-9 years)
Barleyfields Road, Wetherby LS22 4P
Telephone: 62161
Head Teacher: Mr. D. Marshall
Required for September, Deputy Head Teacher (Group 4). Application from Catholic Teachers particularly welcome. Details from School. Applications to Chairman of Governors of School. Closing date: 28th February

SCALE 1 POSTS

NW114 ADEL C R (AIDED) PRIMARY SCHOOL
(No. on Roll 103 5-9 years)
Long Causeway, Adel LS16 8EX
Telephone: 476789
Head Teacher: Mr M. A. Lazenby
Required for September, experienced infant teacher: Please state skills and special interests. Applications to Head Teacher. Closing date: 28th February.

NW115 RUSLEY R C PRIMARY SCHOOL
(No. on Roll 113 5-9 years) + Nursery
Carlton Hall, LS2 9PZ
Telephone: 457964
Head Teacher: Mr B. J. Ward
Required for April, teacher for class of 78 year olds interest in music and computer studies essential posts. Please state other interests. Applications welcome to visit school by appointment. Applications to Chairman of Governors of School

10000

PRIMARY EDUCATION

continued

BROMLEY
LONDON BOROUGH OF
BROMLEY
The Design Dimension Project is a National Curriculum Development Project to establish design as a dimension of the primary and secondary curriculum.
A Field Officer is required to coordinate and develop the project in the participating Local Education Authorities.
The successful candidate will hold a senior position in a school, college or in industry and possess expertise in coordinating design activities across the ART and TECHNOLOGY disciplines as well as have an understanding of design education and design intelligence across the primary and secondary curriculum.
Successful candidates will be offered a salary and benefits commensurate with their experience and qualifications.
For full details see display advertisement in this issue or phone 01-464 3333, Ext. 4580, 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MIDDLE SCHOOL EDUCATION continued

By Subject Classification

Craft, Design & Technology

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So much for the Treaty of Rome...

Clare Lambe on the EEC and the mobility of teachers

Although it is 13 years since this country joined the EEC nothing has yet been done to give British modern language teachers parity with their mainland counterparts.

Free movement of labour throughout the Community is guaranteed by the Treaty of Rome, with the exception of civil servants who must hold the nationality of the country in which they work. Teachers in the state schools of France have civil servant status, with the result that only French nationals are eligible for employment. British teachers seeking a permanent post will discover that all they can obtain is a temporary post to post exchange or a year's "admission rectorelle", the latter being offered only if no qualified French teachers are available. The same "closed shop" operates in Belgium and Italy.

In West Germany, teachers in the maintained sector are employed by the provincial authorities. Although it is apparently legally possible for British teachers to work in certain Länder, the central government authority in Bonn has declared that no foreign teachers can be appointed because German nationals must have priority in this time of teacher unemployment and falling rolls. A similar situation exists in the Netherlands. So much for the Treaty of Rome!

Who, then, may apply for posts in the maintained schools and colleges of Britain? Anyone. Teachers in this country do not have to be of British nationality because they are employed by local central government. Unlike their West German counterparts, they have no automatic priority over foreigners. Local authorities and their representatives have the prerogative of appointing whom they please.

Any national of another EEC country may, if he or she has a degree from a university in the country of origin, take a PGCE course here and then be awarded qualified teacher status by the DES. This may be financed by a local authority grant if the claimant has resided in Britain for three years. Even with no qualifications other than the ability to speak their mother tongue,

foreign EEC nationals may be employed as instructors in schools. In further and adult education, where "qualified teacher status is not mandatory, they can be employed under exactly the same terms as their British colleagues. Whatever their qualifications or lack of them, nationals from other EEC countries are eligible to join teaching unions in Britain.

The only British teachers who may find permanent employment on the continent are women who have acquired the requisite nationality by marriage. Even here we come off worst. We have yet to see the day when British-born wives are employed as teachers merely because they are native speakers of English, or given university places, free tuition and maintenance grants to enable them to get a formal qualification in their own language. It is difficult enough for a French student to get a grant in France and Chancellor Kohl of West Germany is now questioning even student loans to his own citizens. How many British wives hold posts of authority in French lycées?

The DES accepts foreign degrees (plus PGCE) for the purpose of awarding qualified teacher status to other EEC nationals. Yet ironically, a qualified British teacher who subsequently obtains a foreign qualification will be told by the same institution that foreign qualifications are not recognized. Any teacher who is contemplating the idea of pursuing his studies or maintaining his skills through for example the examinations of the French Institute should think twice, especially if he is financing his own studies. Not a single institution in the country will give official recognition to his qualification or evaluate it in terms of the British examination system.

Teacher unemployment and falling school rolls are to be found in Britain as much as anywhere else. But in this country, unlike elsewhere, language studies have to compete for survival with numerous less demanding options. Despite changes in syllabuses and increased expenditure on new

courses, etc the number of pupils opting for examination courses in languages continues to decline. Our universities, unlike those in the rest of Western Europe, admit to degree courses in certain disciplines, students who have not even managed to scrape an O level pass in a foreign language (or in mathematics). Certainly no other country allows its pupils to give up foreign language study at 14. Languages are a compulsory part of the *Baccalaurat* and the *Abitur*. All of this means that for the British teacher less language work is available. How many British teachers, with language qualifications, are unemployed? How many are forced to teach other subjects? How many redundancies will ensue from falling rolls? How, in the light of teacher assessment, will indigenous teachers be measured against native-speakers? Will the latter be favoured in the interests of "authenticity", not to mention the saving in refresher courses and the provision of "assistants"? A recent DES report states that "one college had on the staff so many native speakers of the languages taught that assistants were not thought to be necessary."

Let it be remembered that teachers from mainland Europe are not fleeing persecution or poverty. Our main EEC partners are economically stronger than we are with unemployment rising at only half our rate. Can anyone seriously claim that French pupils are less proficient than ours in foreign languages, even though they are taught by their compatriots?

What have the local authorities, the DES, the unions and the MEPs to say to would-be entrants to the profession?

Leaflet Teaching posts in France available from Ambassade de France, Service Culturel, 22 Wilton Crescent, London SW1X 8SS.

Information from: die ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland, Bonn. Other information obtained from embassies concerned.

*Modern Languages in the Sixth Form. DES 1984.

APU survey

Thirteen-year-old girls appear to be better at German and Spanish than boys of the same age, and slightly better at French. Both tend to be positive about language learning, particularly German.

These are among the findings of a DES survey carried out in June 1983 by the Assessment of Performance Unit. Its aim was to assess the performance of pupils learning French, German and Spanish as a first foreign language.

As only about 30 per cent of pupils complete more than three years' study, there are no nationally applied tests which can provide information about attainment across the whole range of ability.

Thirteen-year-olds were chosen because at that age most pupils are still learning a foreign language and have completed two years' study of it. Altogether, nearly 12,000 were involved in the survey in which listening, reading, speaking and writing tests were given to separate samples for each language.

The testing was based on the belief that "the prime purpose of foreign language learning is to be able to engage in communication". Thus topics like holidaying, the family and communicating with a pen-friend were included, with care taken to ensure that the tests were equally suitable for all levels of attainment.

Comparing the three languages, Spanish was considered to be the most useful, but German was thought to be the easiest and most enjoyable to learn. Among girls German was the language which led pupils to want contact with the country, while for

boys France and Germany had equal appeal.

Otherwise the findings for all three languages were basically similar except that children whose first language was English found spoken-German easier to understand than others did.

Despite its length, the 465-page report says "It would not be appropriate to suggest that any particular finding points to changes which could improve foreign language teaching. However a review of the findings does allow some tentative conclusions to be drawn."

One is that teachers ought to put more emphasis on the learning of verbs, instead of concentrating exclusively on nouns as they do now.

Second, as the lengths of texts do not seem to relate directly to children's ability to understand them, the greater range and complexity of language in longer ones are likely to be of considerable educational value. Hence the simplification of much learning material is probably not beneficial.

Third, as many pupils are inhibited by a preoccupation with correctness, increased opportunities for listening, reading, writing and speaking are likely to lead to higher levels of performance.

The report also states that pupils who had been studying a language longest or had more time allocated to it performed better. Surprise, surprise!

Copies of the report are available at teachers' centres

Gillian Thomas

Scholars tool

Dictionnaire scolaire du français Hodder and Stoughton £3.95, 0 340 38993 5

Students of French quite soon reach a point where a monolingual dictionary is a more useful educational tool than a bilingual one, especially the one-formative pocket dictionaries most of them can afford. Reasonably priced, with 7,500 headwords, 550 illustrations and helpful indications of difficulties and pitfalls, this *Dictionnaire scolaire du français* will be invaluable to those studying for GCSE.

The definitions generally manage to overcome the difficulty of explaining the headwords in language which can be understood by post O level learners, with the help of numerous exam-

ples. The original edition was compiled by Diethard Lübke for Hachette and Langenscheidt and designed for German students of French which explains the inclusion of *Allemand, allemand and germanique* as key words, and the omission of *Anglais, Grande-Bretagne and britannique*. It also means that potential errors are highlighted which will be meaningless for the English reader: *signer* and *souscrire* are only liable to be a problem for someone who relates them back to *unzeichnen*, and English students are not likely to confuse *flouter* with *nager* or *peinture* with *couleur*. But this is a minor inconvenience which will probably not bother most users of the book.

Robin Buss

German on the move

there is any lack of commitment to German from the major educational publishers. Rosemary Davidson, editorial director of Cambridge Educational, points out that 23 per cent of all modern language publications are in German, a disproportionately high ratio in relation to the numbers of examination entries. She suggests this is because most modern language publishers are both French and German speakers and have a personal commitment to keeping the German flag flying. She also reports that Nelson have been astounded at the success of *Deutsch Heute* which "hit the market at just the right time" (over 200,000 copies since first publication in 1983).

The Thames Television series *Parlons* represents a breakthrough in the media's contribution to language learning. Longman will be publishing the books based on the series in 1987, which will fill the gap for slower material for beginners. The Goethe-Institut, more active than ever in encouraging schools to teach German and pupils to opt for it (it's just not true that everyone in Germany speaks English), says a current publicity leaflet, supplies schools with large amounts of authentic teaching material. Inter Nations, Bonn is another source. *Authentik*, produced by the Language Centre, Trinity College, Dublin and available on subscription, provides the kind of documentary material needed for the new, non-literary German A levels being introduced by many boards.

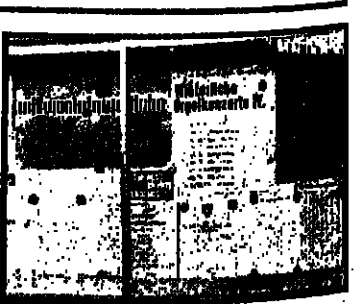
Locally produced Graded Tests in German have done much to help pupils find their own level of competence, and to some extent fill the gap for easy picture-based material for

beginners. The IEA, concerned at falling numbers of pupils studying German under the old two language system, has just produced a series of tests for Level 1, specifically designed to test pupil competence in the four basic skills.

If new communicative methods are to be used in German throughout the school it is important that a flexible examination exists to reflect them. Despite teachers' worries about the weighting given to grammatical accuracy, the new 16-plus may give more pupils a chance of an examination pass in German, since under the old CSE/GCSE regime schools were unable because of small numbers to run two groups, and weaker pupils were thus often denied a public examination.

Reflecting its commercial importance, German seems likely to come into its own as the language of TVEI. Industrial exchange schemes such as that initiated by Hillingdon last year could be tried in areas outside London, particularly where "twinning" arrangements are flourishing. The project, organized by the modern languages adviser, SCIP, and representatives from British and German firms, involved eight A level pupils and the opposite numbers from the Gymnasium at Emden in a variety of work experiences including the processing of a shipment of Volkswagens from Germany to the UK.

German, maintains Michael Whalley, adviser for Essex, has never been in a stronger position with regard to teaching methods and materials. In inter cities where German is declining more rapidly than in rural areas, language awareness courses in which pupils are given a "taster" of different languages, or "carousel" systems such as that favoured by the IEA, may



offer German its best chance of survival.

Local initiatives in diversification in areas such as Sheffield (TES Modern Languages Extra 1.2.85), Lincoln and Essex (see III and IV) are flourishing, but says Sam Muir, adviser for Oxfordshire, there is no central thrust. Oxford is investigating the possibility of allocating a block of time to the head of modern languages to be distributed to whichever languages are appropriate to the staff and expertise of the school.

Michael Whalley also suggests more scale posts to motivate German teachers currently deprived of teaching their subject, and less realistically, that the recently announced government grant for special initiatives might be diverted towards the maintenance of languages other than French in the curriculum.

"There is a greater demand for German than can be catered for," says Professor Reeves. Meanwhile, Germanists await with a trepidation only matched by that of their colleagues teaching Spanish, Russian and Italian, the promised DES statement on modern languages.

German may be safe as the Latin of the 1980s. But look what happened to

Hoffnung ou desesperación

The response is there, waiting to be tapped write Malcolm Sanderson and D Bryn Williams

There is nothing special, and certainly nothing privileged, about the Robert Pattinson School, North Hykeham. A seven-form entry comprehensive, five miles from the centre of Lincoln, its catchment area is equally divided between rural and suburban and the background of its pupils is principally agricultural or industrial; or increasingly and inevitably, unemployment.

"Professional" parents are very few and far between, and that category beloved of the educational press, the "pushy middle-class parent", is virtually non-existent. To be fair, though, equally absent are the genuinely deprived and those from ethnic minorities. In brief, it is our contention that the Robert Pattinson School is, in all respects, an absolutely typical and normal country comprehensive. And if that is the case, much of the despondency which is gathering around the future of language teaching in this country would seem to be misplaced. Certainly we are not thinking in terms of a threat to our second language, or for that matter to our third and fourth languages, though we would predict no more than an intermittent and occasional future for the fifth and sixth.

In previous years, all pupils have begun French in the first year and the opportunity extended to all those considered capable of it to add German a year later. The number who start on a second language clearly varies from year to year, but averages about 40 per cent of the intake. At the beginning of the third year, Latin is offered as a third language, hitherto to a maximum of 30 pupils a year. Experience has shown that this generates sufficient support to maintain all three languages as a permanent options within a genuinely free choice option system. Though Latin is offered only at O

level, both the modern languages provide a CSE alternative and French extends further down the academic spectrum by offering a course which incorporates French comprehension both written and aural.

Throughout the last four years, the number of pupils opting for at least one language in a system of English, maths plus six others (of which at least one must be a science) has included at least half the boys; recruitment among girls runs, as one might expect, somewhat higher. Unquestionably, French has proved markedly more popular than German among those in a position to choose either or both, and for this reason we have this year decided to provide German as the first language for half the new first year, to whom French will be offered as a second language next September. The other half will continue with the previous system, and it will be interesting to discover in two years whether there is a significant increase in those opting for German. At the same time, it has been decided to offer Latin to two groups, or 60 pupils in the third year. The motive here is less to increase the number of pupils who actually opt to continue with the subject, though this may well be a by-product, than to extend a cultural opportunity more widely and to retreat from the implications of selection and elitism which might attach to a smaller unit.

The fourth language is Spanish. This was introduced in the fourth year as a two-year course leading to CSE in order to provide the opportunity of studying a second language to those pupils who had not been offered German at an earlier stage. A more recent development expanded the availability of the subject to O level. It became obvious that half of an O level departure, organized entirely at pupil request, and only time can show

able of reaching the standard required at the end of the fourth year. Thirteen were duly entered both for French and English language, and, as expected, passed. There were fewer A grades among the 26 passes than we had hoped, six in all, but only one C which was duly converted into a B the following November.

These pupils were then invited to spend the six periods a week which had been saved from the normal timetable in doing a crash course in O level Spanish in nine months. There is, of course, plenty of precedent for this sort of course at lower sixth level, but that usually involved pupils with a three A level commitment over two years and a certain number of private study periods, rather than a full timetable of eight O levels to be taken at the same time.

It was, unashamedly, an experiment, and the pupils were left in no doubt that we were by no means confident of success. They, however, seemed to have far fewer worries about the burden and although three of them eventually deferred entry until last November, the remaining ten, reinforced by a volunteer from the lower sixth, duly completed the course in July, obtaining between them 2 As, 4 Bs, 3 Cs and 2 Ds. The eight fifth formers who actually passed hardly damaged their chances elsewhere either, since they amassed a total of 78 O levels between them, of which 35 were at Grade A. Interestingly, only one is going on to study two languages at A level, as compared with five in the previous year, but their enthusiasm for languages does not seem to have waned, since four of them are adding O level Russian to their A level courses. This is a completely new departure, organized entirely at pupil request, and only time can show



Conversation piece in a German bar.

whether the venture will be successful. In so far as there is a precedent, however, the omens are good; the last pupil to request a language not normally provided managed to get himself up to an A grade in A level Italian and has just gone on to read Modern Languages at Cambridge, a path which three of the present upper sixth hope to follow.

As we said at the beginning, neither the school nor its pupils begin with any special advantage, not is there anything in any way remarkable about the methods of tuition or the facilities available to the department. Simply, it is the philosophy of the languages department that every pupil should have the opportunity to learn a foreign language and should, moreover, find the experience enjoyable. Clearly they are right, or we would hardly find volunteers to put on plays in French, as we have done twice in the last three

years with extracts from *L'Avare* and *Les Mains Sales* and plans afoot for *Le Mariage de Figaro* next Easter.

If we can do this, frankly so could almost everybody else. In our submission it is the belief that language study is too difficult for the majority of pupils which makes it so, and expectation which creates response. If enough people believe that the second language is doomed and classical studies are dead, they will eventually create the necessary environment for a self-fulfilling prophecy. We do not believe it, and wish more teachers would approach the subject with enthusiasm rather than resignation; the response is there, waiting to be tapped.

Malcolm Sanderson is head of Modern Languages and D Bryn Williams is headmaster of the Robert Pattinson School, North Hykeham, Lincoln.

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EXTRA

Bridging the lang/lit divide

"Yes, I thought of doing languages at A level - but I couldn't face all those set books...!" How often have language teachers heard this lament? Yet books are still, for many, if not most, teenagers, an approachable way of getting at human experience - not to mention a sensible and practical way of giving content to a language course.

In its new Alternative Syllabus at Advanced Level the Oxford Delegacy has tried to bridge this great divide between language and literature by bringing together three areas of study: written language, spoken language, and literature. There are still set books - but they are all modern texts, valuable for extending knowledge of the contemporary written language. And the fundamental decision was taken to examine these books in the oral examination, in the hope that it would encourage teachers to teach literature in and through the foreign language. A foreign-language approach to the teaching is also en-

couraged by the other parts of the new examination, which include a stimulating Use of Language paper replacing the traditional prose translation. The Oxford Alternative Syllabus has been available in French since 1984 and has aroused widespread interest. The reaction from participating teachers (and candidates) has been enthusiastic, and the Delegacy has shown its confidence in its new approach to literature by increasing the mark allocation for the oral to 25 per cent of the total. Each year a conference is held for interested teachers (from Delegacy and non-Delegacy centres), and their suggestions have been incorporated into the future format of the exam. A German counterpart becomes available this summer for the first time.

Two videos have been produced for the guidance of teachers and candidates, using recordings made in 1985. These are available on request from the Oxford Delegacy.

Pen to paper

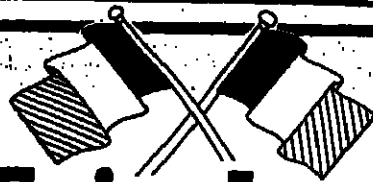
Advanced Level Writing - French, By Tony Whelpin and Daphne Jenkins. Longman £2.20

The aim of this slim book is to give practical aid for the teaching of a level essay writing in French and to propose a possible method of working, based upon practical language exercises. The book has 10 short chapters. After discussing what is required in a level essay the authors describe how an introduction should be drawn up and give three practical examples. They then discuss effective conclusions, again with some examples. Practical problems of presenting one's case are then discussed including the initial approach, ordering of material and

paragraphing. Only then does putting pen to paper arise. Different types of examination essays are considered: discussion and narrative, argumentative, letters and dialogue. The book concludes with about 200 useful A level essay titles.

The book will partially fill a methodological gap. Anything written by practising chief examiners merits special attention and there are many hints for good examination practice presented in a sympathetic manner. The treatment, however, is very succinct and depends on well-motivated candidates responding to challenges. My own pupils would have liked more lists of essay-phrases, antonyms and synonyms, acceptable stylistic variants and common errors to avoid.

Gareth W Roberts



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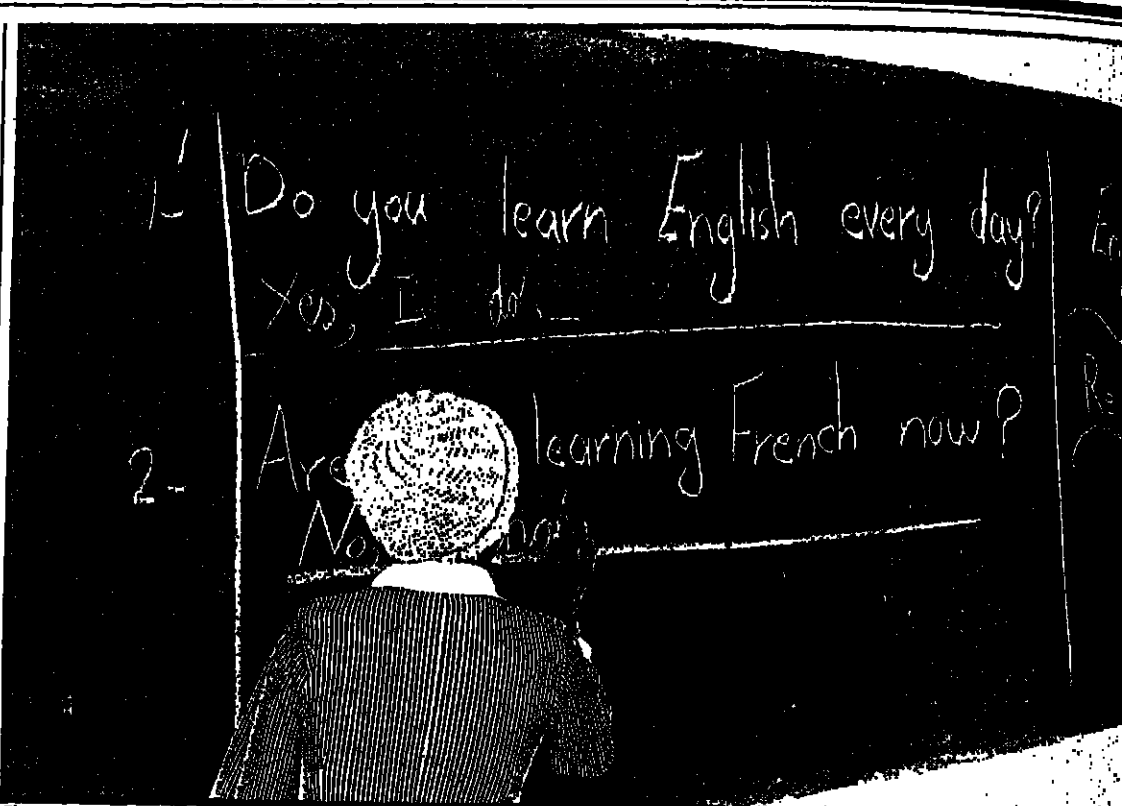
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The group-work approach

Margaret Tumber on a scheme with potential to meet the GCSE challenge

Amid the public confusion and continued uncertainty which still surround the imminent arrival of GCSE, teachers in all subject areas have their personal and private thoughts and worries. How will they and their teaching be affected or how might it deal with new demands? Will new wine in old bottles be the order of the day - as hinted at by one publisher's representative in *The Times Educational Supplement* of November 11, 1985 - or have the winds of change truly begun to blow?

Modern language teaching is an area of the school curriculum which has come in for more than its fair share of criticism; from its customers ("I did French at school for five years and I can't speak a word of it"), from authority both ministerial and industrial and, not least, from many of its beleaguered practitioners. In this subject area if in no other, a new look at assessment at 16-plus must be welcome, and might well prove to be a force for wide-reaching success and enjoyment in language learning for the future.

The target group for GCSE will it seems, be larger than for previous examination schemes and more pupils will be deemed examinable at 16-plus in modern languages than ever before. Each individual candidate will be offered the opportunity to show competence in each of four skill areas (or domains) - in speaking, listening, reading and writing. A paradox presents itself here. While there may well be a greater number of pupils of widely divergent levels of ability presenting themselves for assessment in a modern language, their preparation in the classroom to meet new examination demands will need to be more specific and individual in nature than before. The problem of 30 pupils of vastly differing degrees of interest and ability, seen en masse for perhaps two sessions of an hour or so in length per week, is not a new one for many teachers of modern languages. Perhaps the climate of novelty engendered by GCSE deliberations might be allowed to provide an excuse to look afresh at a situation so often taken for granted.

The "blue table", the "red table", the "green table"... groups of children clustered round these tables working on different tasks... this is not a dim memory of earliest school days but an up-to-date picture of many a primary school classroom. This arrangement of furniture and activity is a common sight in the primary school but is by no means as usual in the secondary school.

The idea of group-work in modern languages enjoyed some popularity and aroused some interest and commitment during the early 1970s. In 1972 David Rowlands compiled, and the University of York published, the descriptions and evaluations of their own classroom experiments of group-

work in secondary school teachers of modern languages. In the *Handbook for Modern Language Teachers* (edited by A W Horsey) of 1975 some discussion of group-work is included and D Webb in *Teaching Modern Languages* (1974) puts forward some sound practical advice.

In the meantime the topic appears to have slipped from public view. Pair-work is popular and is encouraged and catered for in much of the language teaching material currently on offer. The potential for group-work as a way of life in the modern languages classroom in the secondary school and, more critical still, as a possible aid to coping successfully with the challenge of GCSE, has been left largely unexplored. The scheme outlined below, which has been operating over the past five years, might make a useful contribution and help in part to redress the balance.

The setting for the scheme is the languages department of an 11-16 comprehensive school where German is taught as the first foreign language and where the intake at year one sometimes contains a remedial element as large as 20 per cent of the total year group. The languages department itself is staffed with four graduate language specialists who teach German to all pupils in years one to three, and German and/or French to pupils in years four and five as part of the options scheme. The classes, generally full-size (30 pupils) throughout the school, are mixed-ability and even after option choice the boy/girl ratio is fairly equal. Group-work is a feature of the learning and teaching situation in the department throughout the school but tends at present to differ in implementation in lower and upper schools.

The approach in the lower school (years one to three) is flexible and here the intention is to meet the needs of class and programme as they arise. From the start of the first year classes are divided into groups within the classroom when tasks or activities lend themselves to such an arrangement. At this stage (where speaking and listening activities predominate) this will generally be the part or all of at least one of the two weekly single 35-minute, or double 70-minute sessions. The size of groups varies from two to five or six members depending on the activity and groups will be self-selected - subject to teacher approval - with no regard to ability. In the course of year three, more stable groupings usually emerge, and here ability often tends to be a unifying factor. Single-sex groups are not encouraged, and in practice frequently do not emerge even without teacher intervention. Group-work end of year two and during year three, with teacher presentation to the class as a whole of, for example, a new topic or short class test, a taped listening comprehension, or slides or film-strip session. Whenever possible the layout of furniture is changed to suit the task.

in hand. In the lower school typical group-work activities include:

- the acting out of plays or dialogues put together, rehearsed and then performed for the class as a whole by each group
- the playing of group or board-type games (produced in the department) designed to give practice in language
- the production of practice materials or wall displays featuring topics of language or background interest
- the completion as a group of work schedules containing usually practice in all four skills offered as a remedial work based on course book material, and from which items are chosen in any order of priority by members of each group

Short "self-test" written checks on vocabulary (on these occasions a leader emerges or is chosen or appointed) - practice and preparation for specific deadlines such as individual oral tests or final revision for Graded Tests.

In the upper school (years four and five) German and French form part of the options scheme, but all year groups in these classes are open to all the year groups in the resulting mixed-ability groupings remains wide. The pattern of group-work is more rigid here. Of the two 70-minute sessions per week one is designated the "whole class lesson" and the other the "group-work lesson". In the former, class and teacher assume the more traditional relationship of pupil and instructor and the setting is generally that of the formally arranged classroom. The latter tables/desks are set out in groups and the classes (usually containing about 30 pupils) are divided into four more or less equal-sized groups.

The groups are not intentionally ability based but are permanent as far as the year's work is concerned. Pupils choose their own fellow workers but are encouraged to base their choice on certain criteria - group compatibility, good working atmosphere, personal learning needs - so that groups can be formed where satisfactory work can take place, and where no individual or group member needs to feel inferior or to lack support. Single-sex groups are allowed if they emerge. There are no scores and of work completed by the group, as well as the getting out of materials and tidying away at the end of a session, are the responsibility of each group.

The materials used in group-work at this stage are for the most part department-produced. In preparation for examination at 16-plus (more especially at GCSE than in some cases at present) pupils have to practice and consolidate the four skill areas of speaking, listening, reading and writing. Organization on a group-work basis at this stage facilitates such activity. A regular schedule is established so that each group in turn works

The group-work approach continued

in rotation on the receptive or the productive skills. The group (or groups) working on receptive skills are responsible for their own progress (work cards, answer book and grids for recording class-work and test marks enable them to work with only minimal teacher consultation), whereas those pupils in a receptive skills group for a particular session work together with the teacher. As a result teacher time is more fairly shared by each individual in the class who, regardless of personality or ability, is assured of regular contact on a personal basis.

Basic classroom rules, established at the beginning of year one, make management of groups feasible and a programme of group-work a realistic proposition throughout the school. Pupils accept that once they are part of a given group they remain in that group until the task the group is engaged upon is completed. The custom of asking for permission to move about the room, or of waiting for the teacher to come over in response to a raised hand, help to create a classroom environment where sustained and meaningful work can take place. The importance of group effort is strengthened in the lower school by the practice of assigning to each individual group member the mark or score gained by the group for a group activity or performance, and the increasing significance of personal commitment and achievement of upper school pupils is reflected in the greater reliance on individual progress, albeit with the continued support of the group.

Some advantages of the type of group-work advocated here will have emerged from the above description. Further points in favour of such an approach are also worth mentioning: - group-work, particularly where mixed-ability classes are concerned, gives greater scope for pupils to work at their own speed without impinging on the rate of progress of the class as a whole - by breaking down the unmanageable

class of 30 and regulating teacher/pupil contact time individual attention for every pupil can become a viable proposition

- the added degree of responsibility which group work affords each pupil increases motivation, commitment and ultimately enjoyment in the vast majority of pupils of all abilities - group-work is pupil-centred and the teacher is there to facilitate learning rather than to instruct (an important consideration in the modern language classroom if the findings of more recent research into language acquisition are to be accepted)

- the need for forward planning, and for strictly observed rules of classroom behaviour, make for a more ordered learning environment than many teaching might expect where they are being counselled to relinquish the more traditional position of control - in wider educational terms, adolescents working in this way are being afforded experience in self-discipline, co-operation, self-reliance and enjoyment in the learning process, which leads beyond the school classroom and is outside the confines of any one subject area.

The scheme described here is an actual working model. While it may not be totally original in either its conception or its application, consideration of some of the issues raised might offer an alternative line of enquiry for the teacher of modern languages (if not also for other interested parties) from that offered by a continued nervous appraisal of GCSE forecasts.

Margaret A Tumber is head of Modern Languages at Grays School, Grays, Essex.

Professor Bhikhu Parekh, professor of political theory at the University of Hull and deputy chairman of the Commission for Racial Equality, will deliver a lecture on Bilingualism and Educational Investment at the North Westminster Community School, Penton Street, London NW1 at 7 pm on Tuesday March 11. He will argue for a more coherent approach to teaching languages a multicultural society.

EXTRA

Cooperative teaching

A plea from Oonagh Aitken

Can we in foreign language teaching turn falling rolls to our advantage by taking a first stance on the smaller class size cooperative teacher problem? I would make a plea here for more cooperative teaching. What does this set up have to offer us? I would concentrate on three main areas of cooperative teaching in the foreign language classroom: communicating in the foreign language, post-diagnostic test activities and language learning games.

We are grasping the nettle of learning difficulties in the foreign language classroom. There are pupils in the S1 and S2 mixed-ability class who are totally bewildered by the yapping, miming creature at the front of the class speaking in unrecognizable sounds. Often, the first year pupil of any ability level is struggling to make sense of his/her early experiences of the foreign language. We have devised the "interpreting" technique to get over this and to avoid using English ourselves, but it is a time-consuming classroom management process. The pupil in difficulties must have a bit of extra attention, individually or in a small group situation.

Two teachers communicating in the foreign language with each other as well as with the pupils are much more convincing than one. It motivates magnificently and encourages the pupils to try out what they do know. Insisting that visitors to your classroom also use the foreign language is considerably harder. However, we must persevere, impossible as it sometimes seems. Having a cooperative teacher in the classroom, in my experience, makes the tortured explanation of

some simple concept that much harder to abandon.

Pupils too can get the wrong end of the stick. Picture if you will, Francois and Jean-Louis, the former quick and quiet, the latter struggling and excitable. I am also struggling to teach Jean-Louis politely to offer something to Francois (Yes, you've guessed, it's *Tour de France*). I say:

- Francois, tu essaies de l'aider. Francois knows *aider* (he's been doing it since week two). Poor Jean-Louis, most perturbed, pipes up:

- Ah! je ne sais pas! I apologize for the anecdotal approach but I wish to avoid the notion that communicating in the foreign language and sticking to this policy is ever easy.

I cannot stress too much the value of the foreign language assistant as a cooperative teacher. Again, motivation and interest are increased by this "real" French person who understands "je n'ai pas de crayon" and is sensitive enough to *Tour de France* to be able to say "Tiens, voilà un crayon". Using the foreign language assistant as an extra adult in the group conversations greatly increases the reality of the situation even in the areas most remote from French life.

To turn now to the thorny problem of post-diagnostic test differentiated activities, the cooperative teacher can certainly be used to test the pupil who was absent or to administer the retest. I believe, however, that his or her real value lies in the organization and supervision of post-diagnostic activities, the small remediation group being contained within these. In trying to move towards a system of free choice

of activity after the test, the cooperative teacher is on hand to help to guide choice, especially for the less able pupil who might not be able to choose between working with a more able partner, or joining a small group practising basic structures with flash-cards. The class teacher has time then to supervise extension worksheets, reading or recording. Teachers reading my suggestions here will recognize the ideal foreign language classroom with peripheral labs and a store of well organized resources!

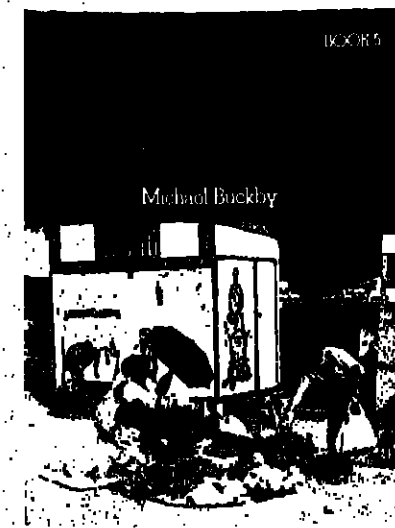
Although games are established as an integral part of learning to communicate in a foreign language, and many of us have been using simple word and number games, we are still learning to cope with the more complicated and time-consuming ones. Again the cooperative teacher is invaluable in re-explaining instructions to struggling pairs and groups, helping with vocabulary difficulties and sometimes supplying imagination (something which seems to lie dormant between the ages of 14 and 17, but can often reemerge in S6).

Cooperative teaching takes a long time to establish. Colleagues have to be exceedingly patient with each other. I have been lucky enough also to work with a remedial teacher in S1 mixed-ability French. I would argue that S1 French is not beyond the linguistic capabilities of any of our colleagues and if they have a close look at the course work and are well briefed by the class teacher, the experiment in my experience is a great success. We have much to learn in the teaching of a foreign language to children with learning difficulties from those who are dealing with them every lesson.

I am at pains in this article not to appear to preach to the converted but to offer some suggestions as to how we can continue to improve our practice in the area of cooperative teaching. We must cling, limpet-like to our cooperative teaching time. I feel it is one of our most valuable foreign language learning and teaching resources present and future.

Oonagh Aitken is assistant principal teacher of Modern Languages at Braidfield High School, Clydebank.

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EXTRA

Pushing doors ajar

Jean Abdallahi on teaching Arabic in schools

Sixth-form General Studies, as everyone knows, can be the latter covering of a multitude of sins or a cornucopia of opportunities.

Eighteen months ago, in the Bromley Education Authority School (St Olave's, Orpington), where I teach French and German, the headmaster suggested that I might like to run a one-term General Studies course on Islam, given my ten years in an Arabic-speaking country. In the end we agreed on a one-year course to cover, besides Islam, a taste of Arabic script, a few survival phrases, some historical and geographical background and a glance at current affairs. All this would, we hoped, broaden minds and "push doors ajar".

I pointed out to the next September's lower sixth that Arabic is spoken by over 100 million people in more than a dozen countries and is the language of Islam, the religion of 800 million people that is dramatically affecting the modern world. Oil wealth has sprung above all from Arab countries and has been heavily invested everywhere, not least in Britain. So a knowledge of Arabic and the Arab world could be useful for students of history, geography, politics, economics, engineering, banking business studies... Out of 75 students, there were a dozen takers, more than enough to justify going ahead.

I began searching for a lively course

offering total support - everything in Arabic script, English translation, translation and on cassette. The Macmillan course (Book 2) seemed the most suitable, and this solved the knotty problem of which of the many forms of spoken Arabic to choose. The Macmillan book used Peninsular Arabic (Saudi Arabia, Kuwait, Oman...) and so that I would teach, after a summer holiday permeated with Arabic, I began the course in September.

My pupils, all doing three A levels, were interested and, by and large, enthusiastic. They asked at an early stage if they could take a public exam, but I knew that O level exams in Arabic are only suitable for native speakers or those with far more time. For a term or so we practised writing artistically in Arabic script, role-playing, and meandering through a densely-potted version of the history of the Arab world. When I wrote to the London School of Oriental and African Studies for help with material, their helpful reply included an invitation to join the Schools Arabic Project. The minutes of the SAP's last meeting

mentioned an Institute of Linguists' Preliminary Certificate in Arabic. Within a few weeks we were all (including, rashly, myself), registered as candidates for the May examination. This consisted of three parts: an oral test with conversation and role-playing, an aural test and a background paper which necessitated recognizing phrases in Arabic script.

The sudden surge in pressure inevitably separated the sheep from the goats, but the class in general maintained a heart-warming momentum. We went into the exam with little enough knowledge, yet more than we could have dared hope for a few months earlier.

To my amazement and joy, two of the hardest-working students passed the apparently impossible and passed the whole Certificate (and so, to my relief, did I), while several others passed one or two parts. The few who failed altogether were those who had given least, but they had no doubt learnt something.

What next? A quite different, "modular", General Studies system was to operate from the next September, with a greater variety of one-term courses. Flexibility triumphed: those wishing to take Arabic Studies could start it in the autumn term and carry on till the summer. Once again, there were takers, in spite of exotic alternatives with no exam at the end. By sheer coincidence, a new Economics teacher had done Arabic Studies at Cambridge for a year, so we were able to offer a new

one-year course for the lower sixth and let last year's enthusiasts continue, either to aim at the Institute of Linguists' Grade 1, or to retake parts of the Preliminary Certificate.

Teaching a language outside the confines and constraints of GCE has been a refreshing experience. The level of linguistic competence which can be achieved is limited, but colloquial expression can be built up surprisingly quickly. Of course, my pupils had already studied two or three other languages thoroughly for several years. I was grateful for their grammatical literacy and I believe it is a transferable skill which should not be under-estimated. Still, I am also convinced that a short, linguistically superficial course is an invaluable way of preparing young people for the world of commerce and offering them a Joker card to play in the daunting process of gaining university admission or employment.

The Schools Arabic Project is a group of schools which aims to promote the teaching of Arabic and Arab Studies in schools and colleges in Britain. Its chairman is the Master of Marlborough College. Two schools besides my own are already running courses, and a few teachers are being trained. Funds are being sought from trade, industry and other organizations in Europe and the Arab world, to finance training of more teachers for the many cases where native speakers are not available. The Schools Arabic Project is also looking into the possibility

of a new GCE A/O level examination in Arab Studies for non-Arabic speakers, which would have a substantial element of cultural study. Plans are going well; a syllabus has been drafted, specimen papers have been prepared, and it is hoped that course material (including perhaps optional Computer Assisted Learning units) will be available for teaching in the next academic year (1986-87). Any school interested can contact the group through the External Services Division of the School of Oriental and African Studies (SOAS).

Why Arab Studies, and not Chinese, Japanese, South American? Why not, indeed. No doubt a few enlightened schools already offer them. Teacher availability is a problem, but opportunities must be seized whenever they occur. Many teachers, especially in these static times, may welcome a new challenge - even a crash course in new them enough knowledge to pass an exam. Taking the same exam as your pupils certainly concentrates the mind!

Britain is not renowned for training its business community to communicate with other countries in their own language. We dismiss as "minority" languages those that are spoken by hundreds of millions of people: actual or potential trading partners, investors, importers of goods and services, political allies, not to mention fellow citizens. It is high time many schools and local authorities widened their horizons.

That amorphous slot, sixth form General Studies, can provide a breathing space for fresh ideas in this area, and for imaginative experiments which are difficult to try out within the standard curriculum.

Jean Abdallahi teaches at St Olave's School, Orpington, Kent

Teaching in tongues

An introduction to the RSA community Language Scheme by Arturo Tosi

More than a decade has now passed since the first discussions on the need to educate all children to live in our multicultural society and on the importance for schools to respect the diverse cultural background of all people living in this country. A central issue in that debate was the role of other mother tongues, and the opportunity to teach them to children whose first language was not English. In the 1970s many projects concerned with mother tongue teaching were also set up by international political organizations such as the EEC and UNESCO, and several policy recommendations were made by professional bodies such as the National Association for Multicultural Education and the National Council for Mother Tongue Teaching.

Today we hear less and less about mother tongue teaching in our multicultural schools and teacher training colleges, but we increasingly encounter discussions about the bilingualism of minority communities and about education in the community language of bilingual children. Not surprisingly, many teachers have begun to wonder what bearing this has on our previous concern for minority children's other mother tongue, and whether it is going to be just another short-lived "fad" of academic debate. I would suggest that not only are the two issues closely related, but that the current one actually points to growing political and professional maturity on the part of those involved in this area compared with the earlier approach.

That it has established itself politically is a tribute to the experience and efforts of a large number of "minority" and "majority" teachers in multicultural schools: people who strenuously defended children's rights to diversity in education and have rebelled against the national tradition, by maintaining that the experience of growing up with two rather than one language is an asset rather than a handicap. As for the pedagogic development of this new approach, the Royal Society of Arts Scheme for the Training of Teachers of Community Languages is probably the first attempt on the part of professional bodies in Britain to address the challenging but fascinating question of what is the most effective way of teaching something which is neither a mother tongue nor a foreign language.

The RSA Community Language Scheme was launched in 1983 and after the first pilot year was introduced by several colleges in England and Scotland. Today it involves as many as 14 languages (Bengali, Punjabi, Urdu, Gujarati, Hindi, Farsi, Italian, Arabic, Greek, Tamil, Turkish, Cantonese,



Mandarin, Spanish). Teachers are being trained to teach these languages to children who speak them already in their homes, and ethnic community alongside English. This is the important new dimension of the scheme and its ten advisers help to implement it in the new programmes of the different centres. The approach, in fact, is based neither on a presumed mother tongue competence, which children obviously cannot achieve in this country, nor on linguistic expectations associated with foreign language learning, which are quite irrelevant to the experience of young bilingual speakers. In this sense the RSA scheme is pioneering an important experiment in the field of language education: as with any such innovation, those who have set it in motion remain "rhododendrons" as to its

eventual outcome, while being "radicals" in their underlying philosophy and objectives.

An important premise behind the scheme is that what should determine the method of language teaching is the experience of the language acquired by the learners as much as the structural features of it. Thus when the learners are bilinguals not monolinguals must be different than that appropriate for mother tongue or foreign language teaching. Accordingly the scheme sees itself as independent of other language schemes offered by agencies one, which is designed for teachers of truly foreign, non-community, languages.

The second principle of this approach is that the training programme must include a strong language-specific component. Here the claim is that, although many teachers may already be familiar with classroom organization and techniques of language teaching, the process involved in learning, reading and writing of a particular language (for example, French) cannot easily be transferred to another (for example, Arabic). Teachers then will learn how a specific language group first encounters English and how this may influence the bilingual learners' initial competence.

The third main element in the philosophy behind the new scheme is an interest in the relationship between the community language learning and the wider educational context. It is hoped to demonstrate that bilingual education, far from being utopian, is a realistic and constructive innovation in our schools both for pupils and teachers. First there is evidence that young speakers of community languages are increasingly looking for an opportunity in their school curriculum to develop their bilingual and biliterate competence. Their choice is certainly more likely to lead to real intellectual benefit than any smattering of a foreign language.

The introduction of such an innovation also makes sense professionally: community teachers who have done so much to help the survival of their languages in this country are now seeking functional coordination and

Teaching in tongues continued

appropriate teaching responsibility within the mainstream system. This is not only impressive evidence of their sense of commitment, it is a great chance for the system to acquire the vast body of knowledge and experience of teaching language so as to develop genuine bilingualism, something which has never previously existed in the English language teaching tradition.

This latter could lay the foundation for an important development in the role of education in England. In the new world of technological development and international exchange bilingualism will be a future passport. Skill in the cognitive use of a second language, in fact, cannot be acquired via instruction in communicative competence in a foreign language. Most educational systems have recognized this and many countries have taken appropriate measures to introduce bilingual education, especially necessary where the economy needs to be promoted within a politically but not linguistically homogeneous context, as in Canada, Scandinavia, the Indian sub-continent and the EEC.

So far Britain has not seen fit to make a contribution to the efforts of the rest of the world to give bilingualism a positive value and function in society. Once this blindspot is removed from our educational system, ethnic minorities will have demonstrated that while the Welsh learned to defend their bilingual heritage through political activism, they were able to achieve the same results through education. The RSA investment in the Community Language Scheme could come to be seen as an historic step towards a richer society, both culturally and materially, for all the inhabitants of the British Isles, whatever their ethnic origins.

Arturo Tosi is the chairman of the RSA Community Language Scheme and is the author of "Immigration and Bilingual Education" (Pergamon Press).

EXTRA

Spreading the word

René Cotte describes the aims and work of the Bureau d'Action Linguistique

The French Embassy's Cultural Service, whose function is to further the development between France and the United Kingdom and the spread of French language and culture, has several establishments available specifically to fulfil this purpose: the French Institutes in London and Edinburgh, the Maison Française in Oxford, Cultural Commissions in Manchester and Glasgow and the French Lycée in London. Within a different structure, committees of the Alliance Française in the United Kingdom also contribute to the spread of French language and culture. The Bureau d'Action Linguistique, B.A.L., has, for its part, special responsibility for helping schools and colleges in the United Kingdom to teach French. The Bureau d'Action Linguistique is staffed by five teachers, specialists in the teaching of French as a foreign language: these are called Attachés Linguistiques and they have three areas of activity.

The main function of the Bureau d'Action Linguistique is to plan an annual programme of support for the teaching of French in the United Kingdom. Among the different undertakings involved in this programme, mention must be made of what are called "missions", that is, French specialists coming to the United Kingdom to talk at symposiums or seminars; of research grants, set aside for post-graduate students to study in France for different lengths of time; of invitations, that is, short periods of residence in France for influential British people, who are doing important work for the teaching of French.

Grants should also be mentioned. They are paid to associations to sup-

port the work they do in the field of French: Modern Language Association, British Association for Language Teaching, National Association of Language Advisers, Association for French Language Studies, Scottish Universities' French Language Research Association. The Centre for Information on Language Teaching and Research receives a grant for the "Young Linguist" project, as does BBC Television for the competition open to viewers who take its French course.

The annual programme also includes planning conferences on literature. Two such conferences are due to take place in 1986, one on the theme of the voyage in French and English literature, and another on contemporary poetry, so bringing together great literary names from both countries. The organization of courses in French is another kind of support. In 1986, 28 teachers from Graded Objectives in Modern Languages and Munn and Dunning groups will have the advantage of a course at the Centre International d'Etudes Pédagogiques, of Sèvres, and a dozen lecturers from polytechnics will attend another one at the Chamber of Commerce and Industry in Paris.

Second, the Attachés Linguistiques are responsible for a Publications Service for teachers at 29 Queensberry Place, London SW7, 01-581 2608. This service makes a variety of materials available to teachers: booklets, journals, general background notes, press cuttings, radiocassettes, videocassettes, records. There are also slides on many different topics and especially on contemporary France: institutions,

history, literature, everyday life and social issues. The service is open every afternoon and on Saturday mornings, loans are free and the catalogue is sent on request.

Third, the Attachés Linguistiques contribute, individually or as a team, to training or information schemes organized by British authorities. In this connection, they work mainly alongside modern language advisers, associations of teachers of French and departments of French in universities or polytechnics. These schemes might involve the Attachés Linguistiques in giving talks on Modern France, for example "Les goûts littéraires des Français", "Le dictionnaire de demain et les langues", "Le TGV, une politique des transports à la française" or in conducting work groups on the use of first-hand material or videotapes in language classes. It might involve writing articles for journals, contributing to sixth form French days or leading training sessions for French language assistants.

Besides training and information schemes, a course takes place every Monday from 6.00pm to 8.00pm for British teachers of French in the Publications Centre building at 29 Queensberry Place. This course, which leads to the Certificate of Contemporary French Culture, gives about 20 teachers the opportunity to remain in touch with modern France through the medium of the press and to draw up a file on a topical subject.

Finally, one of the most impressive activities of the Attachés Linguistiques is the lead they give in "language immersion" courses, which are organized in different local authorities: Nottingham, Worcester, Bournemouth, Brent, Rochdale, Channel Islands, Twickenham... "Language immersion" courses enable people to go to France without crossing the Channel. Planned or supported, as a rule, by modern language advisers, "language immersion" courses involve bringing between 20 and 50 teachers together for two to five days, and giving them the opportunity, first, to practise French all the time and, second, to understand life in France today. An essential feature of

these courses is group work, with an Attaché Linguistique as group leader who, on this occasion, is not so much a language teaching specialist, as a native speaker and a human resource. The content of these courses is planned around four main activities.

a) Games for enjoyment and communication

There are simple games well known to French children, like "Le Chat du Curé", or more complicated ones: guessing the script of a cartoon, improvised speech games like "Just a minute" or role plays - a whole range of exercises which make people fluent, broaden their vocabulary, and enable them to remember forgotten speech habits and enjoy themselves in French.

b) Understanding modern France

Experience showed that it was frustrating to do nothing but talk for several days just for the pleasure of talking, and that subjects for discussion were also necessary. In the light of this experience, the Attachés Linguistiques devised activities to combine language practice with work on first-hand material on subjects of topical life, news items, social questions.

c) Leisure

When the course is residential, leisure activities (films, videocassettes, musical evenings) take place in French and members of the course are the only British people who talk French while playing snooker.

d) Entertainment

The most original and enjoyable activity is, however, the final entertainment. Each group prepares its own piece of entertainment, lasting about 15 minutes and based on different types of language: poetry, news items, small advertisements, pages of a diary. This entertainment is written and performed in French, a feat which in no way excludes good spirits and the British sense of humour.

The next course of this kind will take place at St Mary's College, Twickenham, from 1st to 5th April 1986.

René Cotte is Attaché Linguistique and Co-ordinator of B.A.L. at the French Embassy Cultural Department, 22 Wilton Crescent, London SW1X 8SB, tel. 01-235 8080. Translated by Miss M. Naughton.



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EXTRA

Framework for assessment

Introducing Modern Languages in OCEA (the Oxford Certificate of Educational Achievement)

In recent years so many new syllabuses, tests and examinations have appeared that even the most enterprising of teachers feels daunted. Why, then, produce yet another one? What does OCEA Modern Languages offer that most other assessment schemes don't?

OCEA is a scheme, validated by the University of Oxford Delegacy of Local Examinations, which allows teachers to assess their own students in the classroom, over a period of time, on the basis of what they have chosen to teach (cf FLAW schemes). No over-buffed envelopes stored in the school safe ready to be slit open on the dreaded day! No more exam hysteria! No more tapes demonstrating the vocal dexterity of those ubiquitous French actors and actresses!

What is OCEA Modern Languages? Most important, it is not a new examination, but an assessment framework providing criteria which define different achievements in the four modes of talking, reading, listening and writing. Collectively, these criteria offer a positive description of

students' communicative competence in a foreign language. Teachers implement the framework by matching their students' performance of different communicative tasks against these criteria. As they define different levels of achievement within each of the four modes, the criteria can be applied across the whole age and ability range. Thus, the framework allows a detailed and positive profile of students' achievements to be built up gradually throughout their study of the foreign language.

OCEA Modern Languages does not prescribe any fixed content, since the criteria define achievements in terms of skills. This means that teachers are free to follow any communicatively-based course or syllabus they wish, provided it allows students to meet the criteria. Space is provided in the recording system for teachers and students to keep a record of the content of their language course.

In addition, OCEA has a students' personal recording component. Through this, students are given the opportunity to keep a personal record,

if they so wish, of other more subjective aspects of foreign language learning. This may include, for example, their reading or viewing for pleasure, or their experiences of the foreign culture. This component allows recognition to be given to those more intangible aspects of foreign language learning which have always played an important role in language teaching, but which, in traditional forms of assessment, are not formally tested.

The development of the framework owes a great deal to the work of the Council of Europe, to the Graded Objectives Movement, and to teachers' expertise in communicative language teaching. Practical guidelines for implementing the framework are given in a Teacher Guide and draw on successful classroom practice in communicative teaching methods. The Guide, which is provided for each teacher using the framework, covers a range of issues, including the design of appropriate assessment materials, and classroom management. Examples of communicative tasks which have been tried out successfully with students are

also included. One such example, which is for a mixed-mode task (reading and talking) involving pair work, is given below.

The framework has been developed by teachers seconded to work at the Oxford Delegacy, in regular consultation with teachers from their i.e.s.s., Coventry, Leicestershire, Oxfordshire and Somerset, all of which are participating in the OCEA project. The pilot phase of OCEA began in September 1985 and will continue for two years. Any revisions to the existing Modern

Languages assessment framework will be made in the light of comments from teachers involved in trying out the framework in the classroom.

Further details about OCEA Modern Languages can be obtained from Mr P.H. Clate, OCEA Administrator, University of Oxford, OX2 7BZ.

Jelena Staniclovic (Oxfordshire), John Carter (Coventry), Linda Mason (Somerset), Kit Thomas (Leicestershire).

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- regarder les films de suspense	- aller au théâtre et au cinéma
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Demain matin - vous avez des devoirs à faire	Demain soir - "Blanche Neige" au Théâtre Municipal
Demain après-midi - "La Tour Inconnue" à l'Odéon (15 francs)	Vous avez seulement 15 francs
Demain soir - concert symphonique à l'Hôtel de Ville (25 francs)	Vous n'aimez pas - la musique classique
Vous préférez pas - le sport le théâtre	- la pêche
PRENEZ RENDEZ-VOUS AVEC VOTRE COUJIN / COUJINE	PRENEZ RENDEZ-VOUS AVEC VOTRE COUJIN / COUJINE

Students A and B negotiate their activities for the day, using the constraints given. There is no written script; the dialogue arises out of the cues given, using language practised previously.

Cross Channel comparisons

Michelle Peptrax-Evans on modern language provision in France

At a time when modern languages teaching in the UK is being eroded it is not perhaps irrelevant to consider modern language provision in France, a country whose nationals traditionally consider themselves to be as little gifted in languages as the English.

The findings of a recent survey of modern languages (NIMLA*, October 1984) in all the state secondary schools in the five départements of the Académie de Bordeaux reveal that, against a similar background of educational cuts and reduced funding, France persists in believing that modern languages are an integral part of all pupils' education.

Is this related to a larger education budget? Hardly so, France spends a very similar proportion of her GNP on education as the UK, while a far larger proportion of the total population is being educated (many more pupils attend pre-primary school, many more, 68.5 per cent of the age cohort, stay on after the age of 16, many more embark on higher education courses).

One can suggest three reasons why, across the Channel, modern languages have a better image. Not only do they tend to be more necessary in absolute terms (since, in Europe, only the UK suffers from the doubtful privilege of speaking the key international lan-

guage), but they are also perceived as more necessary. In this country the public still often assumes that, where international affairs are concerned - be they political or commercial - it may, still now, be sufficient to speak English while merely raising one's voice by a few (or even several!) decibels.

The third and more fundamental reason is that France, like West Germany, acknowledges modern languages as "tools of education", to use the Council of Europe's terminology, and not primarily as skill-attainment subjects. Consequently, far from being perceived as "sisy" or "girls" subjects, they are seen as an essential part of the core curriculum.

But it is not enough for modern languages to be seen as necessary if they are not made actually available to all pupils. In France curriculum design is not the responsibility of headteachers, but of a team of specially trained *inspecteurs généraux*. And although there is a great variety in the textbooks and methods used as these depend on the teachers themselves, the curriculum itself is nationally agreed. Heads, who have less power than in the UK, are thus not in a position to allocate resources elsewhere or even to timetable minority

languages out of the curriculum. What the British public would see as a limitation of the headteacher's decision-making powers, the French see as a means of guaranteeing all pupils the full range of options as well as the certainty of finding the same range when moving from one area of the country to another.

Although the full range is nearly always available, the pupils' choice is guided by the *équipe éducative*, ie all the teachers who teach a given group of pupils, in agreement with the parents' wishes. Some schools in the survey seemed to be more "directive" than others. The brighter pupils are encouraged to take up German (deemed more difficult to learn than English) or Spanish, which are taught by fewer teachers than English. Therefore, entry into a German group is more selective and German tends to become the modern language of the élite.

On the whole, between the head's right to decide and the pupils' right to choose, each country has adopted a different stance. The survey included 234 colleges (11-15 comprehensives), 45 lycées (15-17 preparing for the Baccalauréat) and 67 lycées professionnels (15-17 preparing for vocational BEPs (Brevet

d'enseignement professionnel)).

All colleges taught two or more modern languages. Thirty-four per cent offered only two, 52 per cent taught three, 10 per cent four and 5 per cent five or more. The obvious inequality of provision should not hide the fact that all pupils were given the opportunity to study two languages. In the 45 lycées a wider range was found. None offered fewer than three languages, 18 per cent offered three, 37 per cent taught four, 20 per cent taught five and 24 per cent six or more.



Conversation place in a Paris street.

In lycées professionnels the curriculum includes one modern language for the many who prepare a BEP for the secondary sector, but two or three languages for the few who plan to launch into the tertiary sector. While 5 per cent of these technical schools offered no modern languages, and 23 per cent taught English only, 63 per cent taught two languages, and 9 per cent three or four. Unequal, yet on the whole generous provision.

Regarding choice, although in 21 per cent of the colleges the pupils had none for either first modern language (English only) or second languages (some schools offered Spanish, others German), in 7.2 per cent of schools pupils had to take English as first modern language, but had two or more second languages to choose from.

Lycées offered an actual choice. In short, 79 per cent of colleges and all lycées gave pupils a choice of languages at one stage or another.

The strongest underlying cause of the great difference in the status of modern languages seems to be parents' and teachers' (in other words, society's) expectations. Nine per cent of the pupils in the survey, being under-achievers in their first language, received extra tuition in it instead of being allowed to start a second language, while the 5 per cent who were deemed too poor as linguists were allowed to stop modern languages altogether after three years of study. Yet in this country when a pupil demonstrates low motivation and/or low achievement he or she is expected to drop the subject.

Because expectation is higher in France, achievement tends to be higher as most pupils tend to achieve according to expectations. Moreover, the mere fact that they are given a choice is a crucial incentive. In this country however, according to the DES consultative paper *Foreign Languages in the school curriculum* (1983) "the proportions of secondary schools teaching French, German or Spanish as first foreign languages in Autumn 1982 were about 98 per cent, 6 per cent and 1 per cent respectively."



Figures add up to more than 100 per cent because some (my emphasis) schools teach more than one language as pupils' first foreign language. This means that only 7 per cent of state secondary or high schools teach two modern languages in year one. Obviously a different philosophy is subsumed on either side of the Channel.

Though the facts themselves are hardly disputable, the reasons suggested may be matter for argument. Our very selective system "specially intended to exclude the bottom 40 per cent" (Ann Sofer, *The Times*, October 31 1983) does produce five per cent who are excellent mathematicians and, according to the same source (DES), even fewer who are competent linguists. Can we therefore say that we are educating this generation? This remains doubtful.

It is of course much less easy to judge the linguistic performance of French children. Suffice it to say now that the widely publicized conclusions of the so-called Bertaux Report - in fact, the personal views of one of the members of the commission who, an after dinner speech, waxed lyrical on the less than abysmally low achievement rate of school-leavers - have been totally discredited.

Michelle Peptrax-Evans is a senior lecturer in education and French at Trinity and All Saints College, Leeds.

*Wherever happened to the Minister's "waiter" NIMLA is available from M.R. Jones, Language Resource Unit, University of Ulster, Coleraine, N. Ireland.

PGCE under scrutiny

Responding to CATE by David Nott

The initial training of teachers has come under increasing scrutiny in recent years. It is a far cry from the 1960s, when many PGCE courses were still regarded as something of a joke, to the 1980s, when all university departments of education have been required to "invite" Her Majesty's Inspectors to carry out a full, rigorous and searching appraisal of their work.

The context for these inspections is the establishment in 1984 of the Council for the Accreditation of Teacher Education (CATE). The Council's function is to advise the Secretaries of State on whether courses of initial teacher training conform to certain criteria. These criteria are clearly spelled out in an Annex to the 1984 DES/VO Circular on Initial Teacher Training: Approval of Courses. They include:

- the involvement of experienced teachers from local schools in selection, in teaching practice and in the rest of the course;
- the requirement that teacher trainers should have had recent success as teachers and should maintain "regular and frequent experience of classroom teaching";
- the requirement that PGCE courses should extend to at least 36 weeks, including at least 15 weeks' school experience and teaching practice;
- criteria for assessment of students'

personal qualities, work experience, qualifications and ability to communicate effectively in speech and writing.

There is a need for close and continuing scrutiny of PGCE courses, not least in foreign languages. The lack of continuity between initial training and probationary year induction means that room must be found during the PGCE course for topics and activities which might be more appropriately tackled later on. Probationary teachers have to cope with responsibilities which are only marginally less onerous than those of established colleagues: unless considerable impetus, enthusiasm and practical experience are generated during the PGCE year, many of the benefits of training may be quickly lost.

What follows is an attempt to devise a PGCE course in foreign languages which meets the CATE criteria. The structure of the PGCE course varies greatly from one institution to another; the outline given here is based on a split teaching practice.

Outline of a 21-week PGCE course for FL teachers (suggested number of hours for each topic or activity is given in brackets)

Week	Seminars/discussions	Practical work/school experience
1	Outline of the course (1); the comprehensive school (1); local schools and FL departments (1); FL in GB (2); aims and methods (2); a syllabus for years 1-5 (1).	Talk from local Scale 1 FL teacher (2).
2	Basic teaching sequence in years 1-3 (3); planning and conducting the lesson (4).	How to teach... telling the time (1); first visit to a local school: observation, group work, talk from Head of Dept. (2).
3	Questioning techniques (2); exploiting a spoken or written text (2).	How to teach... shopping (1); making use of the teacher's experience of the foreign country (1); first series of short talks in the FL by students (3); using flashcards (1).
4	Encouraging and training pupils to speak in the FL (2); pupils' attitudes and expectations: motivation (2).	How to teach... directions (1); second series of prepared talks (4); using the OHP (1).
5	The teacher's "pattern", control and discipline (3); teaching grammar in years 1-5 (2).	Second visit to a local school (2); using the blackboard (1); first review of course materials (2).
6	Pair and group work (2); language games (1); preparation for first teaching practice (1).	Individual visit to teaching practice school (3); using the spirit duplicator (1); second review of materials (2).

FIRST TEACHING PRACTICE
How to teach... pets (1); review of materials for reading (1).

How to teach... restaurants, cafes, etc. (1).

How to teach... being ill (1); preparing and conducting an intensive "French afternoon" (for example): two double lessons in a local school (6).

Using the cassette player/recorder (1); talk from local Head of Dept. or i.e.s. adviser (2).

Assessing samples of pupils' work in years 3-5 (2); exchange of materials produced by students (2).

Assessing samples of pupils' work in years 3-5 (2); exchange of materials produced by students (2).

EXTRA

12 Teaching in years 6-7: the early weeks, topic-based work, specimen teaching sequences, grammar, reading, set texts, etc. (10).

13 Being organized: resources, records, departmental cooperation (3); early lessons with classes in years 1-5 (4).

14 Language in the curriculum: joint seminar with PGCE English group + case studies (5).

15 Teaching other subjects through the medium of a FL: case studies of "sections bilingues" (1).

16 FL activities in school outside the classroom (1).

17 Keeping a mark book, assessing and grading pupils (2); involving parents, eg parents' evenings (1); links and exchanges abroad (2).

18 Organization of a FL department, role of Head of Dept.: public examinations at 16+ and at 18+ (4).

19 Alternatives to A level: AO/AS, IB, RSA, BTCE, FLAW, etc. (3); advising pupils on careers and courses in FL, including Rowntree-Mackintosh/CILT video *Languages at work* (5).

20 Survey of organizations and associations for FL teachers, CILT, CBEVE, i.e.s. advisers, etc. (4); preparation for the foreign visit (see Week 21) (2).

21 Study visit to a teachers' centre in Europe (eg the CIEP at Sèvres): talks on teaching language and on "civilisation" etc.

Team teaching: weekly double lesson with classes in local schools + preparation for this (3).

Assessing samples of pupils' work, contd. (2); team teaching: double lesson, contd. (3).

Team teaching: double lesson, contd. (3); more team teaching: intensive "French afternoon" (for example) + preparation (6).

Team teaching: double lesson, contd. (3); more team teaching: intensive afternoon + preparation (6).

Team teaching: double lesson, contd. (3); talk from visiting speaker on links and exchanges (2).

Talk from a local Head of Dept.: advice on the probationary year (2).

Talk from visiting speaker on new examinations, FL at work, etc. (2).

Using songs and monologues in FL teaching: students present their own examples (4).

As in all forms of training, the crucial - and difficult - task is to link theory and practice. That is why some elements in the above table, particularly those centred on the psychology and attitudes of the teacher, and of pupils as individuals and in groups, are placed within the sphere of responsibility of the specialist FL trainer. Only the specialist FL trainer, preparing FL students in the training department and helping to supervise them during teaching practice, can catalyse that unique compound of psychology, technique, method and flair which is the hallmark of the successful FL teacher.

David Nott, formerly a Lecturer in the School of Education, UCNW Bangor, is a Lecturer in the Department of French Studies at Lancaster University. A longer article on this subject appeared in the *British Journal of Language Teaching* (3/23).



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Time for a change

John Mitchell on the new AEB A level syllabus

As the pattern of language examinations at GCSE (16-plus) becomes clearer teachers are becoming concerned about whether the existing A level examinations provide a reasonable follow-on from the new GCSE. In particular teachers are looking again at some of the traditional elements of A level teaching and finding an interesting, useful and communicative course for sixth-formers, for many of whom A level is a terminal examination.

The Associated Examining Board (AEB) has now revised its syllabus in Modern Languages for first examination in June 1988. The full syllabus and specimen papers in French, German, Italian and Spanish have been published and sent to all AEB centres.

This new syllabus gives equal weighting to five elements: listening, reading, speaking and writing the language, and the study of the culture of the country concerned. The structure may be summarized as follows, giving paper number, skill, time allowance and weighting.

- 1 Listening comprehension 45 mins (20%)
- 2 Reading comprehension 2 hours (20%)
- 3 Written production 2 hours 30 mins (20%)
- 4 Civilization, literature and culture 2 hours 30 mins (20%)
- 5 Oral production 15 mins (20%)

Some continuity with the present syllabus has been maintained by keeping the reading comprehension and oral elements unchanged. Listening comprehension is included for the first time, using language such as news bulletins and radio interviews.

The written paper contains two compulsory questions. The first is a simulation of a situation commonly encountered by linguists in a business or commercial context: a person may be asked questions in the foreign language about a piece of English prose. The questioner may grasp the general theme but needs a clearer picture. The person being questioned will give details as required in the foreign language. At a later point the

questioner may ask for a precise translation of a section which he/she has now been able to identify as important.

In the examination this use of language skills is simulated by an English prose passage with questions in the foreign language, one of which involves translation. The precision of prose translation is thus retained, and the other questions allow candidates to use their language skills to convey essential information. In broad terms the candidate will score a point for each fact successfully conveyed.

In the second question on this paper candidates write 250 words in response to material presenting a contemporary issue. Marking will be for accuracy, range and complexity of language, and for presentation of the content.

The Civilization, Literature and Culture paper contains eight topics per language and candidates must answer one question on each of two topics. Answers are to be in the foreign language, approximately 350 words each. The Board consulted widely on this use of the syllabus. The consensus was that while teachers would regret the total exclusion of literature, many students found the detailed analysis of texts uninteresting. The fact that this analysis is in English gives no assistance to the development of language skills. The Board therefore sought a compromise in this area.

It was agreed that writing the essays in the foreign language was desirable and possible for most A level candidates. The number of topics (eight) was seen as sufficient to allow those who still wished to incorporate some literature into their course to do so and to provide some topics which could be treated without recourse to literature. One topic is common to all languages: a region of the country. The Board was swayed by those centres which argued for an unspecified region, rather than a specific one, thus allowing each centre to use its own contacts (winning arrangements, exchanges, etc) or to continue to use material acquired for the previous syllabus in respect of the set region.

Each language has deliberately been chosen for a wide range of topics. There are aspects of the social structure of the country (old age provision in France, immigrant workers in West Germany, women in contemporary Italian society, the *pueblo* in Spanish society); historical themes (the Resistance in France 1940-44, the Spanish Civil War); political themes (Berlin since the war, Democracy in Spain); literary themes (Paris as seen by writers, Heinrich Böll). Some topics centre on specific events of importance in the country (the Moro affair), others on areas of interest in the development of the country (the Italian language today, Spain and Europe).

Many of the topics can be taught through the medium of literature, reflecting the view of many teachers that works of fiction add an important element to the course. Questions on the topics will test the candidates' ability to set out in the foreign language a factually relevant account of the major themes. Marking will place the major emphasis on the content of the essay and on its organization and presentation, with only a small element (10 per cent) allocated to accuracy of the language, which has already been tested in the written paper.

When these proposals were seen by a sample of the Board's centres reaction was favourable: "... more practically orientated, communicative tasks and away from the language/literature stranglehold ... a positive and innovative move, which we thoroughly applaud". A workshop on the syllabus will be given at the JCLA conference in Manchester (March 22-24, 1986).

For further information on the syllabus contact: John Mitchell, Subject Officer for Modern Languages, Associated Examining Board, Stag Hill House, Guildford, Surrey, GU2 8XJ. Tel: 0483 80808, ext. 2223.

New Developments in A Level Language Examinations (CILT) Information Sheet no 10 is available free from CILT, Regent's College, Inner Circle, Regent's Park, London NW1 4NS, but applicants must enclose a large s.c.

Written for the camera

Anouilh's "La Belle Vie" - teaching through a television text. Introduced by Anny King and Jacky Simon

On Monday February 17, at 11.38 am Thames Television's "French Programme" will broadcast an unpublished play by Jean Anouilh, *La Belle Vie*, first shown on French television in 1979.

La Belle Vie is a unique visual text in that it is not a play adapted for television. In the words of its producer Lazare Iglesis, it is *un texte écrit pour la caméra*, that is to say a literary text specially written for the visual medium of television. The play is easily approachable and it reflects many of the themes which are common to Anouilh's work - illusion and reality, the playing of roles, denunciation of political oppression and human weakness. For French teachers on the look out for authentic materials, *La Belle Vie* is doubly interesting, since it combines "authentic" language with literary themes.

It is set in Munich in 1918, after a workers' revolution. A family of aristocrats - the Valencys - are waiting in prison to be shot. However, all is not as it seems, and in a *coup de théâtre* we learn that their former butler - Albert - has long been a leading member of the "Party". In his new role as *sous-commissaire adjoint*, he has been able to save his former masters from death. Instead, they have been selected to work in a Museum of the People "lest they forget" the bad old days. All they have to do is to live as they used to be "behind a rope, as exhibits". Albert will wait on them as before, but only during "performances".

The Valencys settle into their new way of life without many problems. They play bridge, dress up for dinner, eat sorbets and smoke cigars just as they used to. By doing so, however, they soon realize the emptiness of their former existence and paradoxically they appear to the public to be more real and sincere, acting their life than they were living it. By contrast, Albert, who made the revolution to free himself from his old masters, acknowledges that he is forever attached to them.

In approaching *La Belle Vie* as teaching material we have aimed to exploit it in such a way that language and literature are integrated - as indeed they naturally are. In the first place it is a good text. Its language is modern, vivid and precise; it is accessible at both sixth form and first year university/college level. It contains a wealth of structure and different registers, which, if properly practised and assimilated, will enrich students' command of contemporary French. In addition, it is intrinsically interesting. Whatever individual students may think of the play, or of the ideas which it contains, there can be little doubt that it will provoke discussion. Students should want not merely to study the play as an example of living language, but to communicate and argue about it.

Each of the five broadcasts is divided into three sections. Each section performs a particular function and this is reflected in the methods of exploitation. In the introductory section some of the actors "in character" present the main points of the "act" which is to follow. The language of this section is deliberately simplified, although still authentic, in order to help broad comprehension of the video text.

Section 2 is the televised play. The exploitation exercises of this section are divided into four parts corresponding to a progression from fuller comprehension of the text through assimilation/acquisition to a final stage where language can be re-used to recreate aspects of the play and to discuss its themes and significance.

The last section consists of a discussion between some of the actors on the subject of the play and of Anouilh. We have used this section to draw together some of the major themes of the play. Both oral and written work are appropriate at this point. Some teachers - while accepting the literary value of such a televised text -

may well wonder how it lends itself to linguistic exploitation. This question may best be answered by reference to two specific examples: the use of register and the use of the subjunctive. The often difficult concept of register is made easily comprehensible in *La Belle Vie*, thanks to the clear-cut situation in which Anouilh's characters find themselves; for example, Albert (the former butler) puts his ex-mistress firmly in her place when, to her formal and peremptory command of *Vous allez me dire immédiatement ce que tout cela signifie*, he answers calmly *Je va falloir d'abord prendre un autre ton avec moi, ma petite dame*. Similar examples of contrasting registers abound in the play. Indeed they are intrinsic to its basic context of role reversal and role-play.

Equally intrinsic to the content of *La Belle Vie* - which is a play of discussion and ideas rather than action - is the use of the subjunctive. From phrases such as *sans que je le sache* to more complex sentences such as *J'ai peur que cela ne leur paraisse pas non plus très important* or *Je crains que vous ne risiez* not forgetting the more commonplace *Il faut qu'il y ait eu une révolution pour*



Jacky Simon takes part in the studio discussion

que vous la voyiez comme ça - there are numerous natural examples of the subjunctive in use.

It has long been felt that the separation between literature and language in advanced language teaching was unreal and undesirable. The problem has been how to overcome it, given the demands of time and effort placed on students and teachers by offering a literary text. *La Belle Vie* offers one possible solution to this problem. By presenting a "literary" text in a spoken/visual form it should prove possible for teachers to exploit it as living language, to use literature as a source for developing language skills, and for students to exploit it as a source both oral and written. At the same time students' greater understanding of the language of the text and their ability to exploit this language actively, should lead them at least to a greater appreciation of the play's themes and at best to be able to discuss them in French. Our aim must be to make literature a living source of language, and language the natural medium for literary comment. *La Belle Vie* gives the opportunity to do so.

La Belle Vie. The text of Anouilh's play and Teacher's Notes are published by Thames Methuen. *La Belle Vie* will be broadcast on ITV (Feb 17, 24, March 3, 10, 17).

"Bringing France into the Classroom" - a one-day Conference organized by Thames and Hatfield Polytechnic on *La Belle Vie*, *Realités Françaises* and *Action-Télé 3* at Hatfield Polytechnic on February 21. For further details contact A. King, Hatfield Polytechnic, School of Humanities, French Department, PO Box 109, College Lane, Hatfield, Herts AL10 9AB.

AMB have confirmed that *La Belle Vie* is prescribed as a text on their syllabus for GCSE A level (1988).

Anny King lectures at Hatfield Polytechnic. Jacky Simon is Attaché Linguistique, Ambassade de France.

Society in focus

Un Jeune Homme seul. By Roger Vailland. Edited by J E Flower and C H R Niven. £2.95. 0 423 51120 3
Elle ou la vraie vie. By Claire Echeverri. Edited by John Roach. £3.95. 0 423 51220 X
Souvenirs de la Grande Guerre. By Georges Duhamel. Edited by Tony Evans. £2.95. 0 423 51230 7
Methuen Twentieth-Century Texts

These are three fictional works with strong documentary interest which makes them especially suited to study at A Level/GCSE where modern language syllabuses have tended for some time to stress the social connotations of literary works and to use them as complementary to the study of society and modern history in the countries concerned. Briefly, these three books suggest a French view of the First World War (Duhamel), the Second World War (Vailland) and Franco-Algerian relations (Echeverri). The introductions put them in the context of the authors' lives and the background, before considering structure, form and style.

Roger Vailland's work has been reassessed recently, after the relative neglect that followed his death in 1965, one contribution being J E Flower's *Literature and the Left in France*, published in 1983 (though Flower had little to say there about this particular novel). *Un Jeune Homme seul* illustrates the best and the worst of Vailland's socialist realist fiction. The novel is clearly autobiographical and his bourgeois central character and his family are convincingly drawn. The novel is carefully structured, but Vailland was not interested in experiments with narrative and the first part, which analyses the conflicts of Eugène-Marie's adolescence, has some tedious passages. The second part, set under the German Occupation, centres on an enquiry by the French police into an attempted sabotage on the railway. The character of the police inspector, Marchand, raises the questions of literary genre as well as political

morality.

The introduction and the notes to this edition of *Un Jeune Homme seul* are very good, if brief, providing just the right amount of information for the student to understand the text and start investigating its documentary and literary concerns. John Roach's introduction to *Elle ou la vraie vie* is a rather more studious analysis of themes and characters, emphasizing that the book "does not merely illustrate aspects of working-class life in the 1950s" and that it is "neither a documentary, proletarian nor feminist novel", though "elements of all three categories are present". In fact, it is a highly individual work, illuminating the personal philosophy of freedom and self-realization that Echeverri has developed in her other novels like *Un Arbre voyageur*, and at the same time a meticulous study of French society and politics. Its only disadvantage as a sixth-form text is that it is rather longer than most A level set books.

Souvenirs de la Grande Guerre is a compilation of 14 stories from *Vie des martyrs* and *Civilisation*, Duhamel's collections based on his experiences as a doctor in field hospitals on the Somme and at Verdun. "La Troisième symphonie" demonstrates in less than two pages both the breadth and the limitations of his outlook. The writers of the First World War form a neatly circumscribed topic for study: perhaps too neat, and it is instructive to compare the reactions of French writers to their experiences in the war, with those of Graves or the other British observers, as well as to contrast the differing ways in which the war was to influence attitudes in the two countries over the next 20 years. Duhamel's stories, published during the war years, are written with a mixture of cold observation, sentimentality and compassion. Tony Evans helps us to make the imaginative leap necessary to enter the bleak world that they depict.

Robin Buss

Literary lives

Aragon: The Resistance Poems. By M Adenreth. £2.70. 0 7293 0209 1
Camus: L'Envers et l'Endroit and *L'Exil et le Royaume*. By Peter Dunwoodie. £2.40. 0 7293 0209 3
Vigny: Les Destinées. By Keith Wren. £2.70. 0 7293 0185 5
Du Bellay: Poems. By Kathleen M Hall & Margaret B Wells. £2.70. 0 7293 0217 2
Grant and Cutler Critical Guides to French Texts.

With two of these well printed and solidly bound paperback guides, I feel like the Narrator in the first poem of Philip Larkin's *High Windows*. He looked out at a young couple and thought, with some envy how the availability of contraceptives had given them an ease and simplicity which he had never enjoyed at the same age. For what I look for in *Max Adenreth's* study of Aragon's *Le Cœur*, *Les Yeux d'Else* and *Le Diane* is that I realize that this is the kind of book which I would have liked to find when I was an undergraduate, but rarely did. The same is true of Keith Wren's study of *Les Destinées*. Both books bridge the gap between the student, who knows little, and the scholar, who knows a lot. Both, as a result, perform what I see as the main purpose of academic writing about literature: to make the work more accessible to the young.

Philip Thody

In September 1984 a working party of 15 modern languages teachers from the London Borough of Hounslow met to review the full range of post-16 courses available in modern European and ethnic minority languages. The working party sat throughout the academic year, 1984-85 and its recommendations have now been published. "Taking vocational usefulness as the basic criterion, the language courses of 16 examining bodies are reviewed and evaluated. The working party was particularly impressed by those offered by bodies such as BTEC, the London Chamber of Commerce and

Industry, Pitman, and the RSA. The report also covers type-writing, audio and shorthand qualifications in modern languages; the expanding field of minority/heritage language courses; and post-16 EFL/ESL courses.

"Vocationally Orientated Courses in Modern Languages" available from Peter Keatley, Adviser, Modern Languages, The Civic Centre, Lampton Road, Hounslow TW3 4DN at £1.80 per copy. Payment should be made to Hounslow Modern Languages Teachers' Group.

Mary Cruickshank

EXTRA



Under threat

Aspects of Bilingualism in Wales. By Colin Baker. Multilingual Matters Ltd, Bank House, 6A Hill Road, Clevedon, Avon. £24.80. 0 905 028 511 £9.90. 0 905 028 50 3.

Unless a long term strategy is worked out for bilingual education, the Welsh language could become extinct by the year 2026. That's the stark conclusion of Colin Baker's research for *Aspects of Bilingualism in Wales*. Much of the language's recent decline is ascribed to the high levels of illiteracy. Even now, only 72 per cent of the 500,000 Welsh speakers can read and write the language. Equally disturbing is the age ratio. In all but three counties, far more elderly people are conversant with the language than youngsters. In Gwynedd, Clwyd and the industrial valleys of Mid Glamorgan, however, there's a noticeable upsurge in interest amongst the young - a direct result of successful bilingual education provision.

While the situation is encouraging in infant and junior classes nationally, provision remains patchy. Welsh tuition is provided for all primary pupils in Gwynedd, but only for one per cent of pupils in Gwent. At secondary level, the book notes the marked decline in the take-up of Welsh between forms one and five. Baker believes that this is so because only pupils immersed in Welsh culture who've enjoyed a good grounding in the primary school continue to study the subject. As the Mid Glamorgan example illustrates, an English-speaking family background doesn't preclude pupils from studying Welsh. With adequate support from the schools, the language can have a

healthy future in English-speaking areas.

Thanks to the doubling of Welsh language publishing since 1977, pupils undoubtedly read more Welsh books. But the Welsh television channel seems to have had little effect on 10-year-olds' viewing habits, according to a survey undertaken in Gwynedd. Only five per cent of their viewing time is reserved for Welsh programmes, the rest is spent watching English language ones.

The religious connection is paramount - the Gwynedd survey links the decline in interest in the language with teenage reluctance to attend chapel. Baker notes that the traditional participatory chapel/esthedfod culture has a stronger influence on language survival than Welsh television and rock music.

Microcomputers are singled out as having the greatest language jeopardizing potential. Most software is written in English, and that language is also essential to access databases. 70 per cent of Welsh medium schools admit that their computing work is done in English. But Baker insists this needn't be so: more Welsh software must be developed, the micro should become a tool of Welsh language learning, and a Welsh history and culture database could be established.

If the language is to survive, the cause must be safeguarded, says Baker. New participatory events are needed to make up for the loss of fluency and, in order to encourage teachers to work in bilingual schools, there should be financial rewards for teachers able to work in both languages.

Iola Smith

Revision through topics

German Words to Know. By Nigel Hughes. Methuen. £2.50. 0 423 51380

The claim of both author and publisher for this slim volume is that it is relevant to the forthcoming GCSE. Well, to coin a phrase, they would, wouldn't they? It is difficult to imagine, however, how any topic-based vocabulary book, which what this is, can effectively relate to the new examination's "emphasis on communication", to quote the blurb. We communicate, particularly in the inevitable artificiality of the oral examination, in phrases and sentences, rather than in isolated words. The (apocryphal?) "the sleeping-car attendant has been struck by lightning" was at least a complete sentence: one did not find in the phrase-book separate entries for "attendant", "lightning" and the verb infinitive "to strike".

That having been said, lexis is by definition indispensable to language study, and Mr Hughes's work could prove helpful for revision and for the preparation for various forms of composition. Divided into 15 topic categories (body, clothing, weather, food...), the words are clearly set out in a business-like format. The plurals of nouns are plainly shown, as are the vowel-changes of strong verbs. Other useful features are the marking with an asterisk of verbs conjugated with "sein" and the indication of separable verb prefixes by a hyphen.

Five extra sections which are not topic-based (useful adjectives, idioms, expressions and verbs) are arguably more valuable than the other three quarters of the book. Propositions, for example, are set out according to which case they govern and conjunctions are listed as either *tending* the verb to be used in the clause or not. Even so, this is not a book which I would recommend as high priority to any financially hard-pressed modern languages department.

Michael J Smith

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Why learn a foreign language?

Anthony Pecks offers a selection of good reasons

When Sir Keith Joseph addressed the annual conference of the Joint Council of Language Associations, he made a particular point of telling the participants that they needed to persuade local education authorities and parents of the value of learning a foreign language. In fact, he returned to this theme several times during his speech. "You must influence the attitudes of parents and employers," "You must make parents aware that a foreign language competence helps engineers and accountants." "There is a need to persuade employers and parents and careers advisers."

Everybody who has devoted many years to the learning of a foreign language will instinctively know how it has contributed to their personal development. But in a time of high unemployment, pupils and parents want to know whether learning a foreign language will help to get a job. Teachers need to know whether they can responsibly counsel their third formers to continue with a foreign language at the option stage.

In order to find out the answers to some of these questions, the Language Materials Development Unit of York University set out to ask a number of men and women from a range of occupations whether, and if so, how, they had benefited from learning a foreign language.

The interviews were recorded on tape; here is a selection of their replies.

— So, at the end, would you advise other young people to keep up their study of foreign languages and try to obtain some sort of qualification?

— Yes, certainly. I mean, we can't just sit here and say "Everybody speaks English" because it's just not true and if they want to go into anything dealing with countries outside England, they must have some sort of language background that can call on, even if it's not, like myself, a day to day usage; something they can call on, if it's needed. (Journalist with a trade paper)

— How do you see about putting your knowledge of foreign languages to practical use? Has it paid?

— Certainly, in terms of experience. Good experience of working

abroad. It stood me in pretty good stead for coming to work back over here for a German company when they knew I had already worked for a German company in Germany. I certainly wanted a bi-lingual secretarial job when I came back to London. (Secretary)

— What would you say about jobs? Would you say that having a foreign language, having learnt a foreign language at school... is that going to be of any use to anybody when they come to get a job?

— Yes, it definitely is. And I think I am in a good position to say this, working in a department of Business Studies, because I see the type of jobs that people are getting in the world of business. I think it's also important to understand that, no matter what your level of language, you can find that it is useful to have a knowledge of that foreign language. ... There is a whole range of jobs that are working in travel, working as a telephonist, working as a hotel receptionist, where the level of foreign language that you need is not high, but it is useful to be able to converse with foreigners in their own language, as part of your job.

Not everybody needs to do languages to a level in order to actually make it useful in their job. In fact, it's quite important for people who perhaps want to do Science or Business Studies.

A level subjects because they want to get a job in business administration or management, to also carry on studying some form of a foreign language, because in all areas of business, knowledge of a foreign language can be very useful. And what you've got to realize is, it is not always immediately useful, and you might get a job in a bank, for example, having got some A levels, and for the first six months, never be called upon to deal with any foreign correspondence. You might then get moved to another branch of the bank where they do deal with customers abroad; and you're going to be required perhaps just to help somebody out in terms of understanding a letter written in German or French. So you never know when you might be called upon to use your language and, if

Here is another situation, in which total competence in a foreign language is not necessary

you've got it there, it's a lot easier to use it, there and then, than to go and try and acquire it.

— When I went on business to Russia, not so long ago, it was a different kettle of fish, and, in fact, I could not use my French, German or English at all in order to have any kind of contact in business terms with the Russian delegation. I really had to speak some words in Russian, and it was actually quite important to be able, on the social level, to speak to them politely. It's true that English is spoken throughout the world, but it is not always a guarantee that you will get the business you want. I think it's a lot better if you can even say the odd couple of words in the foreign language of your business partner. (Head of Department of Management and Business Studies)

— Then clearly you think it's important, generally to learn languages at school. Would you say it is as important to learn a foreign language, or more important than other subjects in the curriculum?

— I look on the knowledge of a modern foreign language as being as important as an ability to handle numbers, an ability to write clearly and precisely in your own language. I don't think it's more important. Like an ability to drive, I look on it as an additional skill which everybody really ought to have. It doesn't matter which language. If you can tackle one language well, and you have to learn Arabic, or you have to learn Portuguese, you'll know how to tackle it; you will have gone through the threshold of communicating in a language other than your own.

— What about the young person applying for a job, who has no clear career directions as yet. Can it be said that learning a foreign language is any help at all in getting a job?

— If you are applying to a company which has international connections, like my own company, British Petroleum, whatever level you are seeking to join at, the possibility of writing on your application form: "I have learnt French." "I have learnt German." will immediately create a very favourable impression with the recruiters. If you are going to join as a secretary, an ability to type a letter and understand if your boss puts in a foreign name or a foreign word, at a later date, of answering a telephone and finding that there is a non-English speaker at the other end, and you can communicate, this will all make you a more valuable and a more interesting employee. You'll find that as opportunities do crop up, of working in a different country, the people who have indicated that they have learnt some foreign language, in particular the language of that country, will be given some priority. So it can improve your career prospects. So it can improve that language a 100 per cent in your job from day one. (Personnel Manager, BP)

— When we think of the practical purpose, could it be said that learning a foreign language is a real help in getting a job?

— Oh, yes, having a foreign language ability is a considerable plus in getting a job. I think it's fair to say that, for example, when we are looking for a variety of people, what one looks for is

obviously the skill pertinent to the particular job. If I am looking for an accountant, or an engineer, then, obviously, what I look for first is the accounting or engineering skills or qualifications. What does count as well is to look at the general background.

Obviously, if you are looking at two people with broadly similar qualifications for the job, and if somebody has a foreign language skill, and the other one hasn't, that would tend to be one of the things which would tend to make you lean towards that person, rather than the other.

But having said that, trade is becoming increasingly international. The fact that Britain moved into the Common Market some ten years ago means that a far greater proportion of Britain's trade is now involved in the Community. The fact is that not everybody can speak English, and certainly below the very highest management level, most people can't speak English. It is just not true to say that you can get by with English only. (Director, Rowntree Macintosh)

— But on a different side, what about the remuneration? I know that you are temping, but even for pay on temping,

was there any difference to the fact that you actually use language rather than just...

— Certainly, I mean, you start off at a higher hourly rate than if you don't speak the language, and you also get asked to do much more. Right at the beginning, when I first started, I did about three weeks of simply being a receptionist, doing some typing, that sort of thing, and then before Christmas, I went to work as a receptionist for the chairman of a company, and it was that quick. ... I mean, if you have got a language, you don't have to have all the months of doing the grind that you would have, if you did not have a language, because, you know, you have got that advantage over everyone else. (Secretary)

The full tape recording, together with a wall display of job advertisements specifying a need for foreign languages is available from the LMDU, King's Manor, York YO1 2EP. Price £3.

Anthony Peck is senior lecturer in the Language Teaching Centre of York University

EXTRA



Here is another situation, in which total competence in a foreign language is not necessary

CHILDREN'S BOOKS

The best is the best

Charles Causley on the anthologist's art

The Oxford Book of Children's Verse in America. Edited by Donald Hall. Oxford University Press £15. 0 19 50339 9.

Golden Apples. Edited by Fiona Waters. Illustrated by Alan Marks. Heinemann £7.95. 434 97163 4.

Poems for Over 10-Year-Olds. Edited by Kit Wright. Illustrated by Michael Foreman. Puffin £1.95. 0 14 031491 1.

Nine O'clock Bell. Edited by Raymond Wilson. Illustrated by Jon Riley. Viking Kestrel £5.95. 0 570 80192 5.

The Kingsfisher Book of Children's Poetry. Edited by Michael Rosen. Various Illustrators. Kingsfisher Books £5.95. 0 86272 155 5.

Donald Hall's Oxford Book of Children's Verse in America offers a rewarding variant to the Opies' Oxford Book of Children's Verse. The latter was described by its editors as "a gathering of verses that have been written for children, or written with children predominantly in mind, which either were cherished in their own day, or which have stood the test of time". In this matter of poetic intention, Donald Hall takes a broader view.

"Any child," he writes, "looking at the huge concrete pipe sections manufactured for culverts, knows that these pipes intend to be crawled through—whatever the manufacturer or highway engineer had in mind."

Thus we find in Mr Hall's brilliant and engaging anthology many an "adult" poem hijacked by the young: Longfellow's "Paul Revere's Ride" and "The Wreck of the Hesperus", for example, rather than "There Was a Little Girl" (Opie), John Greenleaf Whittier's "Barbara Fritchie" rather than "In School-Days" (Opie), as well as the work of a clutch of American poets including Poe, Emily Dickinson, Yehudi Linday, Gertrude Stein, Sandburg, Langston Hughes, Frost, who make no appearance in Opie at all.

If in the early pages of Mr Hall's selection a certain puritanical dourness predominates, this is a result of his expressed intention of seeking out from the word go work specifically American in provenance, and which had not merely crossed the Atlantic. Through his personal preference is clearly not for poems of Calvinistic and other hellfire, to omit them would be to falsify the history of verse for the young in America. Pursuing this line, and on the general subject of themes in verse, he has some particularly valuable things to say: "It would be equally unhistorical to allow late twentieth-century taste to exclude early nineteenth-century patriotism, sentimentalism, and morbidity. Doubtless our contemporary fashions in children's verse, which favor humor and non-sense, will one day seem as quaint as popularities about dead children."

The influence of Lear and Carroll

cleared the way for the delicious nonsense of Laura E Richards and others. As always, and despite the soporific influence of the Sunday School, the old religion devoted to fairies, witches, magic—driven partly underground but perpetuated in folk-song, dance, playground-game and story—emerges as imaginatively healthy and strong as ever. With poets of the present century such as Roethke, Randall Jarrell, Clardi, William Jay Smith, X J Kennedy, Updike, Shel Silverstein and Prelutsky, all represented here, what Mr Hall calls "the revenge of

only quarrel here is not with this excellent selection but with the promotion of what should have been its subtitle to a somewhat uninspired title. Raymond Wilson's *Nine O'clock Bell*, a thematic sequence of poems about school might suggest, unseen, too strong and oppressive a shade of the prison house for enjoyment. The general effect, predictably, is to underline the famous observation that school is a hospital where the sick are ignored and only the healthy receive proper attention. But this extraordinarily well-researched collection,



Quentin Blake's illustrations once again combine with Michael Rosen's verse in *Don't put Mustard in the Custard* (Deutsch £4.95) to make a humorous collection reflecting children's experience.

Mother Goose on Cotton Mather (and) Parson Weems" appears complete.

The fact that the remaining collections under review were prepared more directly for the young will in no way, I hope, deter the adult reader. *Golden Apples* is a nicely-judged selection by Fiona Waters for the 8 to 12 age-group. By its very size this relatively short anthology (90 poems) also has the virtue of being likely to attract rather than intimidate the young reader. The book is well-designed, clearly printed, illustrated with wit and style by Alan Marks, and a pleasure to handle. Poems include work by not only Larkin, Plath, Stevie Smith and the ever-astirgent MacCaig, but also well-tried favourites from Kipling, Hardy, Drinkwater and J C Squire.

With *Poems for Over-10-Year-Olds*, the poet Kit Wright, like Fiona Waters, is adept at judging his audience. Here we have Shakespeare and Miroslav Holub ("The Door"), Robert Service and Auden ("Lauds"), Christian Morgenstern's astonishing "Fishes' Night-song" and Marjorie Edwards' "The Lion and Albert", and about a hundred others. It's a choice by turns lively, touching and arresting, counterpointed by Michael Foreman's marvellously effective illustrations, and all in one eminently pocketable volume. My

Season Songs. By Ted Hughes. Faber & Faber £7.95. 0 571 13703 2. Magic Mirror. By Judith Nicholls. Faber & Faber £2.95. 0 571 13696 6. The Magic Tree. Chosen by David Woolger. Oxford University Press £6.95. 0 19 276060 2.

Season Songs, possibly Ted Hughes' richest collection of verse, makes a welcome re-appearance in a second edition containing seven new poems. What started out as a handful of poems for children quickly broadened into a full collection of nature poetry at once muscular in its language and dazzling in its imagery. Re-reading these poems for the umpteenth time since their first appearance in 1976, I am struck again by the poet's ability to capture the very freshness and texture of an English landscape in all its changes of mood, garb and season.

The Poet Laureate, as can be observed elsewhere, deals directly with violence and the tragic side of life, yet manages to suffuse the poems with a sense of compassion. He can almost effortlessly paint a vivid word picture and seal it with a stunningly memorable couple of lines, as in "Sheep"...

So he died with the yellow birth mucus Still in his cardigan. He did not survive a warm summer night. Now his mother has started crying again. The wind is oceanic in the elms And the blossom is all set.

Season Songs is all description, but what description! Hughes' high voltage imagery is everywhere evident. I have used these poems with seven-year-olds, and with teachers of inde-

terminate age) on courses; all have been entranced. Try, for instance, "Snow and snow" and feel the onset of winter, know the coming of the cold. New poets for children must be content, these days, with occasional contributions to the many anthologies appearing year by year. Few manage the bonus of a solo collection, although notable successes (Causley, Rosen, Wright) should encourage publishers to be more adventurous with new names. Judith Nicholls, however, has cracked the Faber and Faber code and makes an impressive debut with *Magic Mirror*, an ultra-slim collection without the garish of illustrations. So slim, in fact, that spine-on in the bookshop it will go un-noticed. And that would be a pity, for here we have 33 poems dealing jauntily with school days, tenderly with aspects of nature, and readably with Bible stories. Bible stories? In an age of multi-culturalism? Well, Judith Nicholls makes the most of her chances with Jonah, Moses and Noah, and her varied use of form—from villanelle to haiku to conversational free verse—keeps the reader engaged. A lively, promising collection from a writer in a poem to have enough energy and ideas to make her niche.

Another re-issue is *The Magic Tree*, David Woolger's anthology of poems dealing with fantasy and mystery. Here we have 13 sections, each decorated with the work of a different illustrator, covering devils, magicians and all manner of nasties. Golden oldies proliferate... "Jabberwocky" "The Hag" "The Listeners"... and one becomes sated with horrors (both loud and quiet) to a point at which even Jon Stallworthy's "The Trap" seems almost tepid.

For those with a taste for the macabre or the sinister then this collection has poems a-plenty.

Many mansions

Edward Blishen reviews Naomi Lewis

Messages. Compiled by Naomi Lewis. Faber and Faber £7.95. 0 571 13646 X. £2.95. 0571 13647 8. A Footprint on the Air. Selected by Naomi Lewis. Knight Books £1.75 0 340 37235 4.

As, in a modest sort of way, an ex-pupil of hers, I can imagine how Naomi Lewis's eyes might widen in a characteristically wary fashion if I said every anthology could be likened to a room. "Where is this leading us?" her expression would ask. The fact is, as it seems to me, that most anthologies resemble each other as most rooms do: standard furnishings, the familiar clock on the familiar mantelpiece. Messages is quite unlike that. Nothing in this room—contents or arrangement

is predictable. And though many of the readers it's mainly meant for, of 11 to 15 or so, will not have known enough anthologies or rooms to be weary of either, still, I suspect, they'll sense the special freshness of this collection. As Miss Lewis says herself, too many anthologists never look into an author's "not-so-familiar works". She has always done that, and the fruits here include a curiously beautiful poem by Henry Newbolt ("Newbolt yes"), she says in her introduction; a most tender poem about monkeys by Padraic Colum; a perfect ghost poem by Hardy ("The Garden Seat"). There's much Browning (of course) and Edwin Muir, and more Emily

Continued on page XV

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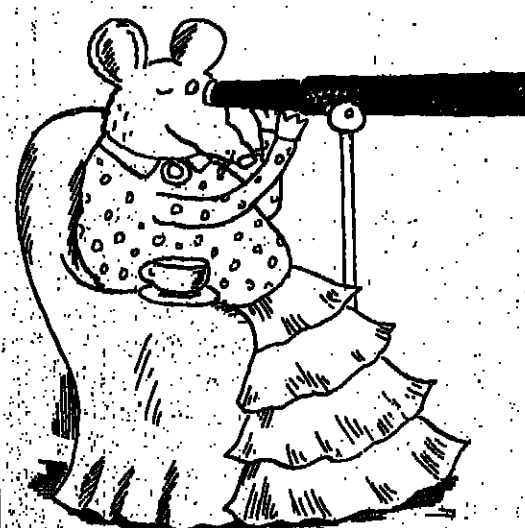
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CHILDREN'S BOOKS

Betwixt and between

Nicholas Tucker on books for top juniors

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Eagle Books. The Prime Minister's Brain. By Gillian Cross.
Oxford University Press £5.95. 0 19 271489 9
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The Adventures of Muckpup. By John Singleton.
Andersen Press £4.50. 0 86 264 099 7
The Choking Peril. By Hazel Townson.
Andersen Press £3.95. 0 86264 093 8

Children's fiction has particular problems with readers at the top end of the primary school. Neither babies nor young adults, they require a writing style of their own, but which? Long sentences and complex vocabularies are no answer, nor is fiction that puts the importance of being facetious way above everything else. Faced by this dilemma, on the whole the best authors can do is start from having something worth saying then say it as directly as possible. When this works, as in three out of these six titles, the results can be both trenchant and entertaining.

Christine Nostlinger's *Brainbox Sorts It Out*, for example, deals with classroom theft, something most children will have experienced one way or the other. Suspicion falls on Michael, a boy well known for his immaculate use of language and general dress style. (He is also coffee coloured, possessing

a Negro grandfather, but this only becomes significant towards the end.) His friends continue to trust him but Michael feels condemned by the others and stays at home. Discovering the real thief involves clever detective work as well as compassion, with the emphasis more on why any child steals rather than who dunnit, when and how. All this is conveyed with an admirably light touch and no hint at preaching. That the story is set in Germany hardly matters; native readers may blink at boy pupils offering their arms to female ones and jumping in their feet when teachers enter the classroom, but actual characters are recognizably enough.

So too are the shurp, wordily-wise pupils in *The Prime Minister's Brain* by Gillian Cross, a sequel to *The Demon Headmaster*, one of the liveliest novels written for young readers in 1982. The plot concerns a compulsive video game that puts bright pupil computer experts into a hypnotic trance. Summoned to London headquarters, these whizz-kids find themselves enslaved to the mysterious leader of the outfit – the same evil headmaster so narrowly defeated last time. He loses out here too, but only just. Some readers may wonder whether things could really get much worse if he had managed to take over the Prime Minister's brain after all – the object of the exercise – but most will surely take the point that today's occasionally uncaring democracy is still something worth defending.

No such political worries in *How to Survive Summer Camp*, a British story about a broadly American phenomenon. Yet the set-up at Evergreen Adventure Holidays sounds authentically home-grown: ghastly food, harassed staff and a swimming pool that has

seen better days. Into this dismal picture erupts Stella Stebbings, not a pleasant child but an undoubtedly effective thorn in the flesh of the establishment and of everyone else. Losing team points by the score she is gradually won round by a chance to edit the camp newspaper. Into this go articles by friends and enemies alike, including a recipe for making biscuits set out so clearly and amusingly readers may well be tempted to try them for themselves. Awkward to the last, Stella insists she still hates it all when her parents arrive, but we know better. Up to now American writers like Betsy Byars have cornered the market in snappy, unsentimental pre-adolescent stories. Now Jacqueline Wilson has succeeded in cultivating her own patch in this genre over here, and very well too.

Other titles under review are better passed over quickly. John Singleton's *The Adventures of Muckpup* suffers, appropriately enough, from verbal diarrhoea, with passages such as "Moopool Moopool boomed the cow, dangerous to any novice teacher-narrators anxious not to make unnecessary fools of themselves in front of a new class. Angus Macaulay's *My Uncle had Nothing to Do With It* labours under a different fault: a belief that reality is a BREAKING OUT INTO CAPITALS enhances the humour of a text. It doesn't. Hazel Townson's *The Choking Peril* has a story so unlikely it is hard to suspend disbelief from page to page, especially given policeman characters called P C Dribble and burglars named Mungo Slye. As with over-enthusiastic uncles at children's parties, such forced jollity can end up embarrassing rather than entertaining children, however convulsed uncles are sometimes themselves by their well-meant exertions.

On the ball

Gerald Haigh on sports stories

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See You at the Match. By Margaret Joy.
Faber £4.95. 0 571 13663 X

Keeping cricket alive in the primary school calls for the sort of calm determination which the game itself is supposed to engender. The season is short – ridiculously so in some areas where the summer term ends in early July – the weather a constant threat ("OK, so it's still raining at two we'll cancel the bus") and the pitches usually dangerously lumpy. Rob Childs, in *Sandford In to Bat*, is obviously aware of all this, and has his primary school teams playing on the pitch of the local cricket club, or at the neighbourhood comprehensive, both of which solutions are entirely familiar. Chris Webster, the young hero of this story, is that familiar enough figure, the pupil who is entirely obsessed by his chosen sport and acts out his assumed superiority to the point where he angers his friends and his teachers and gets dropped from the team. I know him well! This is a very believable book. *The Final Test* is a more complicated tale built around the love of cricket which brings together a 10-year-old and his wheelchair-bound contemporary. Together they play lawn cricket with models, re-enacting the Test matches of the immediate postwar era in which the book is set. The relationship between the two boys de-

velops and each discovers strengths and weaknesses which combine to test and ultimately to deepen their friendship. An absorbing book, this, with strong characters and excellent understanding of the world of childhood. The tale builds to a satisfyingly sombre and moving conclusion. *Winning Rider* is the familiar tale of the girl jockey and the horse she nearly got written off as hopeless. Guess what happens at the end of the book! There are rather more depths to the story than that, though. Rachel, the heroine, is given a hard time by her mother who wants her to be a fashion model, and there is some recounting of the details of life in a racing stable. A good, solid horse tale for the many pupils who enjoy the genre.

Hunter Davies is a writer to reckon with, which may be why I found myself disappointed with *Come on, Oslie*. The young hero longs to be 18, and has an alter ego called Oslie who has actually attained that coveted age. In both guises Oslie has numerous encounters and adventures, culminating in a visit to the Spurs football team. I confess to finding the fantasy Oz awkward and a little too unbelievable. On the other hand I am not one of the eight to eleven-year-olds for whom the book would be suitable.

Margaret Joy's stories are entirely delightful. There are seven of them in *See You at the Match*, which is very suitable for younger juniors. The author writes in a bouncy, very sympathetic way which appeals to young children, and each story will make readers clamour for the next one. "A Treat for Donna" reminds us that little girls are often football fans, and that there are still football grounds where daughters can be taken by their fathers for a birthday treat.

Pull out a plum

Strangely, they don't grow out of date, these odd, rough, often surreal rhymes. Few are pretty; not many are sycophantic or polite. Unlike those street game ditties they are not taken from adult to child, not child to child; basically, rhymes of history, a teller's wish in gossip, "Lavender's blue" is a fine example, admonitions ("Jack shall have nothing but mustard"), news of manners, work, customs, clothes and ways. Television apart, they can be a young child's first experience of the curious world without grief and death, night and distance ("How many miles to Babylon?"). And all this fuses into a unique poetry, that can light the first spark in a child's imagination. But he pictures in most editions don't have the pictures fit the text; quite as often not. What of the pair of wilting Pre-Raphaelite ladies (artist not given) for "Lavender's Blue", that rustic labourer's wish-dream – (all right, rendered in child terms, for boy and girl?) Or – even more bizarre – how does "Fear No More the Heat of the Sun" come to be illustrated by Dorothy Wheeler's whimsical child scene, in which the most miming girl, with kewpie lips, has at least one extra leg. That alone would distract the reader from the verse. Admittedly, awful taste has an awful charm, and no little sociological interest; but if ever proper editing was needed, it is for this flawed though handsome book.

And don't go near the water. Why not? I wouldn't mind a few French ones in as well; they have a particular charm. Colour is this artist's ultimate weapon; his pictures are best when they have a strong wash background as in "Hey Diddle Diddle" or "Boys and Girls Come Out to Play". If Tomie is to your child's taste, this splendid volume is a durable possession. Oranges and Lemons, compiled by Karen King, illustrated by Ian Beck (Oxford £5.95) is a book of rhymes, traditional or reworked, for young children's singing and dancing games. On the left hand page are the music, instructions and other data; on the facing page are the words themselves with large inviting pictures, mainly in yellow, orange, light green, pink. "Looby Loo" – five wooden dolls, in graceful dance by moonlight – especially deserves a mention. The book is meat, I'd say, for schoolroom or parties, but one home child with an adult reader could find plenty here. It



One of the illustrations for "Mother, may I go out for a swim"

Charlotte Voake's *Over the Moon. A Book of Nursery Rhymes* (Walker £7.95) is a very different matter. This is a large and elegant book, with over 100 rhymes (and a short introduction, even), and numerous pictures, very likeable those, with their fine easy line and attractive water colour. See, for instance, the full-page "Tragic Death of an Apple Pie, who was cut in pieces and eaten by 26 people". The illustrations are appropriate, yet not out of key with our time and its children in their appeal. Largest of all these books and the most striking is Tomie de Fombelle's *Mother Goose* (Methuen £9.95). It's

may seem odd that "Nuts in May" and the title game and "Ring o' Roses" should have to be learnt. Still, this last has some interesting extra verses. Among the 22 items are the popular yet mysterious "In and Out the Dusty Bluebell", an excellent "Sleeping Beauty" told in couplets, and a number song which cannot fail to please. "Five little speckled frogs / Sat on a speckled log / Bating some delicious bugs / Yum! Yum! / Gbibi Gbibi!" But someone might tell the truth one day about the so-called "Grand Old Duke of York".

Naomi Lewis

Centre stage

Mary Cadogan talks to Rosemary Stones about her collection of feminist stories

Rosemary Stones has a sure eye for spotting sexism, racism and other forms of social stereotyping in children's stories. Her interest in the juvenile book's social context as well as its literary quality has already prompted her to compile publications like *Pour Out the Cocoa, Janet, Ms Muffet Fights Back* and the *Spare Rib List of Non-Sexist Children's Books*. She has now turned her attention to that grisly graveyard of so many authors' aspirations – the contemporary teenage-girl's story.

More to Life than Mr Right, appropriately described by its publishers as the first ever collection of original stories for young feminists, is both a most of achievement and a good challenge. Its sharp and innovative stories push out the frontiers of teenage fiction, thus demanding broader and more creative options from future writers in this field.

Discussing how the book came to be written, Rosemary Stones comments that "realistic rite of passage stories for girls (but not, of course, for boys) are new in Britain today, although they have been produced in America. Girls are taking an increasingly feminist look at their own lives and career options, and it is time that fiction honestly reflected and encouraged this." Rosemary was anxious that all eight of the stories in the book should be written by feminists, and not by less committed authors who might, perhaps, regard progressive stories for teenagers as a potential literary bandwagon.

Seeking a wide range of feminist views, she approached some young and some older writers ("Feminism is far from being only for the young"). As well as those of established authors for children and adults, she wanted the new voices of black British women, and lesbians, to be heard. Her only disappointment is that none of the gay authors whom she approached came up with something for the book. "This was possibly because, as writers for adults, they were unsure with teenage stories. Some excellent books for young people's sex education are now available, but there is really no fiction here for teenage lesbians, although something is happening in America – stories by Rosa Guy and Deborah Haurig, for example."

As its title implies, the book's starting point is that the time-honoured (and time-wasting) rituals of waiting around for "Mr Right" are now firmly rejected; there are new opportunities, fulfilments, tensions and uncertainties. Various aspects of sex are discussed in a manner that is explicit but never prurient. Attitudes and relationships are robustly conveyed from a female orientation, with girls admiring "the bright curve of buttocks" inside a boy's jeans, calling a blond lover "Crocus" and seeing men as sex objects. All perfectly natural and authentic – but, according to Rosemary, a refreshing focus as for fiction is concerned "because in so many children's books sex has been presented only from the male point of view".

She recognizes that some of the stories have harsh realizations. Just as melting into the arms of "Mr Right" never really brings about the automatic solution to problems, neither does

the embracing of feminist views. What she has done is to assemble a range of stories which look at female growing up with wit and compassion. Rosemary hopes that the book will strike a balanced and inviting note for 14 to 16-year-old girls from every kind of background who want to enquire seriously into feminism. "There are few yardsticks now for teenage girls, which means that probably they will make social miscalculations or mistakes. However, as *More to Life than Mr Right* suggests, there is no longer a finality about such mistakes; fresh options can always be sought."

More to Life than Mr Right marks a breakthrough in girls' fiction as its stories have been specially written and in the main use vivid contemporary settings. Contributions from new writers (Ravi Randhawa, Stella Ihekwe and Antoinette Burton) match those of established authors of distinction like Fay Weldon and Michele Roberts in probity and exhilaration, though not always in style and construction.

All the authors share a keen ear for the rhythm and nuances of teenage speech, and an empathy with the young protagonists of the stories. Although these are naturally at the centre of the stage, mothers are featured in every story but one, and shown to be subject to similar struggles against the conditioning influences of society as their daughters, even though their methods of resolving problems may differ. The book crosses class as well as generational divides, though a strongly working-class viewpoint is predominant, especially in passages of gutsy humour.

Ravi Randhawa's school story, "India", is especially interesting for its insights into the changing expectations of girls of Asian origin who are now part of British society. Teenage author Stella Ihekwe's "Everybody Else Does It" is a wry vignette about how a girl's efforts to become independent can horribly misfire. In "Hermes and Aphrodite" Susan Price uses allegory to punch home her message that many of the differences between male and female are psychologically fabricated rather than inborn. Michele Roberts provides some moments of true magic in a fairy tale for today, "Letting Her Hair Down", which explores some of the pains and frustrations of growing up. Mother and daughter relationships and the turning of these roles on their heads are striking features of Adèle Geras's "Twelve Hours" and Antoinette Burton's "Holiday Romance". "The Sexy Airs of Summer" by Jean MacGibbon presents a young heroine who shows all the signs of being able to cope successfully with sexual, familial and other relationships.

Lois of different feminist images, then (all happily far removed from the bitch-hair-cut-and-boiler-study variety), whose aspirations and challenges are adroitly pushed and pummeled together in the last story of the book, Fay Weldon's "The Year of the Green Pudding". This is a bizarrely funny but very touching illusion-stripping episode.

"More to Life than Mr Right," Piccadilly Press £5.95.

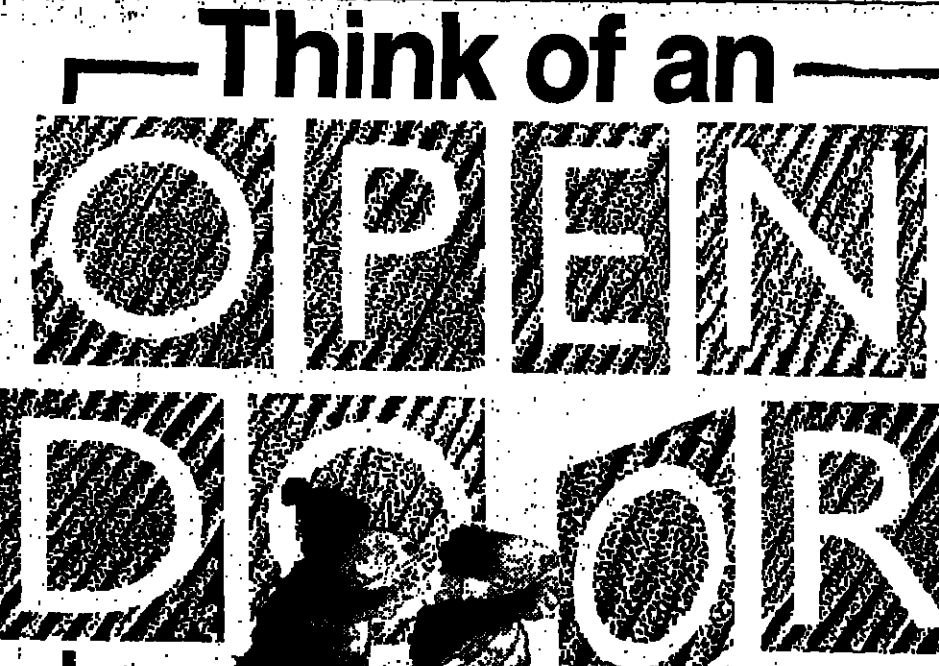
continued from page xiii

Dickinson and Stevie Smith. The past is widely represented, with the reflection that "yesterday's poets have some highly contemporary thoughts". We note that Isaac Watts's "The Sluggard" is "ominously modern" and that it is now Lewis Carroll's parody that seems dull. The poems are arranged into sections that are carefully not made over-precise, so that no section becomes a poetic cage or dungeon. There's "Lycidas" in full, and only "daunting obstacles in the way of permission" kept out, for example, Brecht's "Children's Crusade 1939". One of the most satisfying poems in the book is by Peter (9): with Tabitha Tuckett (14) not far behind, together with Sandy Brechin (12) and Anthony Harvey (8). The spirit generated by this anthology makes it perfectly hospitable to a dozen or so poems by wholly unfamiliar poets, too old to trail

their ages in brackets. Some have never before been in print, and some are lucky enough, I guess, to be Miss Lewis's pupils: though only daunting obstacles in the way of history prevent me from easily imagining other contributors as being among these – Chatterton and Shelley, certainly, with Emily Brontë in a dark corner desk. Sometimes, when with heart sinking a little I hear of creative writing courses, I think of these inimitable classes. Naomi Lewis has presided over for more than 30 years, that have caused so many to find it difficult not to write. Messages embodies their spirit.

As for the paperback edition of *Footprints on the Air*, that breathes with her often angry care for creatures other than "the swollen tide of humans". There are no comic animals here, none "unfairly burdened with human skins". And, alongside the familiar, of course, the never-before-encountered.

Edward Blisben



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ANDRE DEUTSCH

CHILDREN'S BOOKS

Star bound

C.L.U.T.Z. and the Fizzion Formula. By Marilyn Z. Wilkes. Collins £6.50. 575 03692 3
The Blue Misty Monsters. By Catherine Selton. Faber £5.25. 571 13564 1
Visitors. By Caroline Macdonald. Hodder and Stoughton £5.95. 340 36665 6
Children of the Dog Star. By Marie Stutterd. Hodder & Stoughton £5.95. 340 36417 3
Space Crash. By Roy Bentley. Deutsch £4.95. 233 97778 3

The fiction in this group of books is disappointing, with hardly any feed-back from adult and teenage SF except for more emphasis on female characters and computer technology. There's no sign that these could lead to such recent work for teenagers as *Out of Time* (edited by Aidan Chambers) or Robert Westall's *Futuretrack 5*.

C.L.U.T.Z. and the Fizzion Formula, for primary-age children, is set in the future. Some planets have been colonised, and sky-scrappers cover most of the USA, or as it's known, the United Federation of North America (wonder what the Canadians think of that?). A boy, his dog, and family robot Clutz, secretly enter the Galactic Cola factory. The computer which runs this factory by means of robot workers is malfunctioning just when it is about to produce a newly formulated soft drink, Fizzion, "to be the most fantastic success Galactic Cola has ever had". Clutz devises a solution, which is not the return of manual labour, nor the cancellation of the tooth-rotting project: the computer needs a human confidant to respond to its emotional needs. Clutz's sign-off recalls not only his immediate ancestors C3-PO and Mr Spock, but even Jeeves:

"We have a great deal about which to communicate. And the temperature is so agreeable to my circuits. There are a few thoughts regarding human nature that I would like to ponder clearly while I have the opportunity."

The Blue Misty Monsters is lively, full of informal dialogue and sound effects, and just the thing for noisy, independent readers. Only the story aliens, whose natural bodies are misty cloud-shapes, plan to spend a holiday on Earth disguised as "Two-leggers". The joke supposedly is when they get the skin-colour wrong, and put on blue disguises, which mark them out instead. Fortunately, as well as being a typical nuclear family of two adults and two children, they share the same ethical values, and their main good deed is to scare some nasty bullies away from Spud, the school hero. There is some amusing criticism of humans from the alien viewpoint: "Imagine talking through your food spool".

The next two books are for the 8 to 13 age-group: both come from New Zealand and deal with alien visitors. *Visitors*, the aliens have been stranded on Earth for centuries, and need help to return.

They choose the book's hero, TV-mad Terry. Messages are sent via his TV-computer screen. After a slowish start the story becomes more interesting when the aliens send him pictures of their earlier helpers, including a 17th century London scientist whose diaries are reprinted in the book in "his" handwriting. There is also a flashback to Aboriginal times. Another worthwhile feature is Terry's growing friendship with a spastic girl who communicates by typing, and it is she who solves the aliens' problem so they can depart.

The theory behind *Children of the Dog Star* is the Sirius Mystery, which holds that Earth was visited thousands of years ago by beings from the star system of Sirius. (A book about it was published during the Was-God-an-Astronaut? craze of the Seventies.) Three New Zealand children who discover the pieces of a Sirian space probe, succeed in reactivating it. The book is a collaboration between Marie Stutterd, who had the original idea, and a TV (New Zealand) script-writer who wrote the serial which Stutterd has novelised.

In that many children will have seen the television serial, shown over here last autumn, it looks like a good bet for the school library. The book follows the serial closely, with cliff-hangers at chapter-ends. The three children are impeccably non-stereotyped, especially the heroine, a girl astronomer who is absolutely brilliant (except for believing in Sirius rubbish), and her friend is a Maori boy on holiday in the country, rediscovering his cultural roots.

It bothers me slightly that the Sirian theories have been linked to other loony doctrines, so that the ancient civilizations in South America and Mesopotamia are stated to have originated from alien teaching, not from humankind's natural intelligence, nor God's word. The space probes are said to have been taken for "gods and angels".

Conversely, as the probe designed for Australasia shattered on impact, there is an implied message about the value of aboriginal and Maori culture, which was not blessed by Sirian influence. Elsewhere in the book, however, there's due credit given to traditional Maori wisdom, and finally the Sirians regret their original interference and destroy the probe with the children's help.

Children of the Dog Star ended with the Sirians promising the heroine that one day she would explore space. Now that real-life space technology has reached a plateau, what is the purpose of space fiction for the very young? *Space Crash* emphasises "the technology and hardware of the near future". Designed as a picture-book and beginning reader, it's about four space cadets (two boys, two girls) on a space station, who save it from a runaway robot ship. I liked the legible type-face with closed "a" and "g", and the large double-spreads with their technical detail.

Jessica Yates

Tar baby

The People Could Fly: American Black Folktales. Collected by Virginia Hamilton. Illustrated by Leo and Diane Dillon. Walker Books £9.95. 0 7445 0524 0.

Many years ago in Toronto, I heard a beautiful rendition, in Southern dialect, of a Brer Rabbit trickster tale by a white librarian. Her linguistic ability stemmed from a childhood encounter with these animal tales. She had been introduced to them by her nurse – a woman from the deep South – from whom she also imbibed the colloquialisms and philosophical sayings of the Black Southern community, in the normal course of daily communication.

In this collection of 24 Black folktales the voice of the Southern storyteller can also be heard in the colloquialisms and dialects employed, yet they are expressed in such a way as to enhance the appreciation of anyone who might wish to read and (orally) share these stories. Where more marked dialects are used, a glossary of words and phrases is provided, as in the story "Brub Gator meets trouble" when "Brub Gator up before 'daycien'" and, "he don't bother 'crack his teeth' at Sis Alligator." And in the context of the story one can guess at the meaning of "But then he yeddy" something. He 'yeddy', but he ain't 'shum". The Tar Baby motif of which there are many hundreds of versions is included in the section of animal tales, many of which were created by slaves to reflect the dilemma of their changed circumstances and to reconcile their inner and outer conflicts.

In the section of Tales of Real, Extravagant and Fanciful, the story "A Wolf and Little Daughter" contains a repetitive refrain of the African words "Tray-lay, tray-lay, tray-lay, cum qua, kimo" which I put to music when I shared it with a group of children aged 5 to 10 years. The enjoyment of this story was partly a result of the intervention of the sung refrain in which the audience participated with gusto, and partly because of its familiar motif. The other two sections viz Tales of the Supernatural, and Slave Tales of Freedom include riddle tales, tall tales and cautionary tales. Some of the stories like "John and the Devil's Daughter" and "Better Wait Till Martin Comes" demonstrate the cross-fertilization which occurs in folk tales and the introduction of new concepts, such as witches, into the tales of slaves as they interacted with other groups. But the *piece de resistance* is "The People Could Fly", the tale which encapsulates the despair and hopes, the reality and the fantasy which pervaded the lives of the slaves. It expresses with simplicity and pathos the flight of slaves who "flew away to Free-dom" and the plight of those who could not fly and had only their imaginations to set them free.

Exceptional illustrations in black, grey and white convey the textured effect of lithography and, oddly enough, leave an impression of colour.

Grace Hallworth



Eleonore Schmidt's *Cats' Tales* (North-South £7.50) is a beautifully produced and illustrated collection of feline tales from all over the world.

Chinese changes

The Spring of Butterflies and other Chinese Folk Tales. By He Livi. Edited by Nell Philip. Illustrated by Pan Aiqing and Li Zhao. Collins £7.95. 0 00 184137 8

The moonlight scatters through the thin mists by the side of the towering mountain peaks and reflects the shivering branches of the weeping willows and the swaying bamboos by the deep deep lake of Dali, where the dragon king sleeps and dreams of capturing the little daughter of the dragon king of Dongting lake. The landscape is not the delicate ethereal lyric in wash and colour of the traditional calligraphic Chinese masters on silk; it is in the sharp outlines and the bright colours of the minority peoples of China. It is peopled by princes and monks, peasants and artisans, monkeys, cranes, winged horses, a magic golden fish, witches and wizards and much else that is weird and wonderful; and although most of the stories are variants of the common stock of the traditional story tellers, the atmosphere and general flavour is so distinctly different from both European and Chinese stories that they appear fresh, new and original.

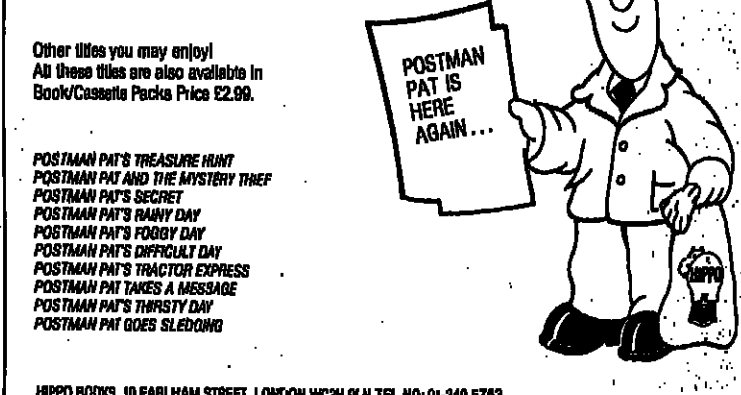
Among other themes of the common stock we find the much favoured "two brothers" – one over-endowed, the other deprived; the king who sets

impossible tasks for the envoys of the princes who want his daughter's hand in marriage and other stories in which true love and honest toil are rewarded, and greed and deceit are punished.

The close relationship to the common stock of folk tales in the mainstream of civilization is particularly remarkable if one considers how far off the minority people in the remote areas were throughout their history. Every tale in these pages comes from them – the Bai, Tibetan, Thai and Uighur – separated from their own main ethnic areas and surrounded by the majority Han Chinese population.

The stories were first published in the minority languages, then translated by He Livi into his poetic English and finally edited by Nell Philip – a three-stage transformation in which, no doubt, some changes and, possibly, improvements have taken place.

John Bruce



POSTMAN PAT'S BREEZY DAY. John Cunliffe. Illus. Celia Barlidge. ISBN: 0 880 70837 7. Price: £1.50. PUBLICATION DATE: 3 April 1986

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STANLEY C.E. PRIMARY SCHOOL

Required for September 1986, a teacher of English and Mathematics to teach small groups in the 1st to 5th year. The successful candidate will be responsible for the day-to-day running of the school and will be expected to accept responsibility for a wide range of duties and interests.

Further details and application forms can be obtained from the Head Teacher to whom completed forms should be returned by 30th February 1986. Tel: 01-552 3048. Closing date 28 February 1986. 131020 (98428)

POWYS EDUCATION AUTHORITY

REDFORDS PARK SCHOOL

Required for September 1986, a teacher of English and Mathematics to teach small groups in the 1st to 5th year. The successful candidate will be responsible for the day-to-day running of the school and will be expected to accept responsibility for a wide range of duties and interests.

Further details and application forms can be obtained from the Head Teacher to whom completed forms should be returned by 30th February 1986. Tel: 01-552 3048. Closing date 28 February 1986. 131020 (98428)

DERBYSHIRE

See Derbyshire Display

See Derbyshire Display

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See Derbyshire Display

BRENT LONDON BOROUGH OF BRENT PRESTON MANOR HIGH SCHOOL

Carlton Avenue East, Wembley HA8 8NA Tel: 01-904 1055

Required for September 1986, a teacher of English and Mathematics to teach small groups in the 1st to 5th year. The successful candidate will be responsible for the day-to-day running of the school and will be expected to accept responsibility for a wide range of duties and interests.

Further details and application forms can be obtained from the Head Teacher to whom completed forms should be returned by 30th February 1986. Tel: 01-904 1055. Closing date 28 February 1986. 131022 (98126)

WARWICKSHIRE

ALCESTER GRAMMAR SCHOOL

Required for September 1986, a teacher of English and Mathematics to teach small groups in the 1st to 5th year. The successful candidate will be responsible for the day-to-day running of the school and will be expected to accept responsibility for a wide range of duties and interests.

Further details and application forms can be obtained from the Head Teacher to whom completed forms should be returned by 30th February 1986. Tel: 01-552 3048. Closing date 28 February 1986. 131022 (98126)

HAVERING LONDON BOROUGH OF HAVERING BEDFORDS PARK SCHOOL

Required for September 1986, a teacher of English and Mathematics to teach small groups in the 1st to 5th year. The successful candidate will be responsible for the day-to-day running of the school and will be expected to accept responsibility for a wide range of duties and interests.

Further details and application forms can be obtained from the Head Teacher to whom completed forms should be returned by 30th February 1986. Tel: 01-552 3048. Closing date 28 February 1986. 131022 (98126)

By Subject Classification

Art and Design

Scale 2 Posts and above

BROMLEY LONDON BOROUGH OF BROMLEY

Required for September 1986, a teacher of English and Mathematics to teach small groups in the 1st to 5th year. The successful candidate will be responsible for the day-to-day running of the school and will be expected to accept responsibility for a wide range of duties and interests.

Further details and application forms can be obtained from the Head Teacher to whom completed forms should be returned by 30th February 1986. Tel: 01-552 3048. Closing date 28 February 1986. 131022 (98126)

KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

REDFORDS PARK SCHOOL

Required for September 1986, a teacher of English and Mathematics to teach small groups in the 1st to 5th year. The successful candidate will be responsible for the day-to-day running of the school and will be expected to accept responsibility for a wide range of duties and interests.

Further details and application forms can be obtained from the Head Teacher to whom completed forms should be returned by 30th February 1986. Tel: 01-552 3048. Closing date 28 February 1986. 131022 (98126)

NOTTINGHAMSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

REDFORDS PARK SCHOOL

Required for September 1986, a teacher of English and Mathematics to teach small groups in the 1st to 5th year. The successful candidate will be responsible for the day-to-day running of the school and will be expected to accept responsibility for a wide range of duties and interests.

Further details and application forms can be obtained from the Head Teacher to whom completed forms should be returned by 30th February 1986. Tel: 01-552 3048. Closing date 28 February 1986. 131022 (98126)

OXFORDSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

REDFORDS PARK SCHOOL

Required for September 1986, a teacher of English and Mathematics to teach small groups in the 1st to 5th year. The successful candidate will be responsible for the day-to-day running of the school and will be expected to accept responsibility for a wide range of duties and interests.

Further details and application forms can be obtained from the Head Teacher to whom completed forms should be returned by 30th February 1986. Tel: 01-552 3048. Closing date 28 February 1986. 131022 (98126)

REDFORDS PARK SCHOOL

Required for September 1986, a teacher of English and Mathematics to teach small groups in the 1st to 5th year. The successful candidate will be responsible for the day-to-day running of the school and will be expected to accept responsibility for a wide range of duties and interests.

Further details and application forms can be obtained from the Head Teacher to whom completed forms should be returned by 30th February 1986. Tel: 01-552 3048. Closing date 28 February 1986. 131022 (98126)

REDFORDS PARK SCHOOL

Required for September 1986, a teacher of English and Mathematics to teach small groups in the 1st to 5th year. The successful candidate will be responsible for the day-to-day running of the school and will be expected to accept responsibility for a wide range of duties and interests.

WARWICKSHIRE

ALCESTER GRAMMAR SCHOOL

Required for September 1986, a teacher of English and Mathematics to teach small groups in the 1st to 5th year. The successful candidate will be responsible for the day-to-day running of the school and will be expected to accept responsibility for a wide range of duties and interests.

Further details and application forms can be obtained from the Head Teacher to whom completed forms should be returned by 30th February 1986. Tel: 01-552 3048. Closing date 28 February 1986. 131022 (98126)

HAVERING LONDON BOROUGH OF HAVERING BEDFORDS PARK SCHOOL

Required for September 1986, a teacher of English and Mathematics to teach small groups in the 1st to 5th year. The successful candidate will be responsible for the day-to-day running of the school and will be expected to accept responsibility for a wide range of duties and interests.

Further details and application forms can be obtained from the Head Teacher to whom completed forms should be returned by 30th February 1986. Tel: 01-552 3048. Closing date 28 February 1986. 131022 (98126)

By Subject Classification

Art and Design

Scale 2 Posts and above

BROMLEY LONDON BOROUGH OF BROMLEY

Required for September 1986, a teacher of English and Mathematics to teach small groups in the 1st to 5th year. The successful candidate will be responsible for the day-to-day running of the school and will be

SECONDARY GEOGRAPHY continued

Scale 1 Posts

BEDFORDSHIRE

SOUTHERN AREA

NORTHFIELD UPPER SCHOOL

Foughton Road, Dunstable, Beds.

Tel: 568011

Required for April 1986

Temporary for one term, a

teacher of Geography (Scale 1).

For this TVEI school. An

interest in fieldwork and de-

velopments is essential. Abili-

ty to teach to all levels in-

cluding A level desirable.

Application forms and

further particulars available

from and returnable to the

Head at the school. (136222

appears. (136222)

BEXLEY

SANDWICH BOROUGH

Fitch Road, Bexley, Kent

Tel: 511431

Head Teacher: Mr. A. D.

Browne M.Sc. (136222)

Required for April 1986

Temporary for one term, a

teacher of Geography (Scale 1).

For this TVEI school. An

interest in fieldwork and de-

velopments is essential. Abili-

ty to teach to all levels in-

cluding A level desirable.

Application forms and

further particulars available

from and returnable to the

Head at the school. (136222

appears. (136222)

BIRMINGHAM

CITY COUNCIL

An Equal Opportunities

Employer

EDUCATION

DEPARTMENT

SWANSHURST SCHOOL

Brook Lane, Birmingham

B13 0TW

Tel: 021-443 3541

Scale 1 Geography

teacher required with abili-

ty to teach to all levels in-

cluding A level desirable.

Application forms and

further particulars avail-

able from the Head Teacher

of the school enclosing

a.s.e. (136222)

appears. (136222)

HERTFORDSHIRE

ALLEYNE'S SCHOOL

High Street, Stevenage,

Herts.

Head: Mr. D. Kellett

Tel: 0438 511111

Required for September 1986

Temporary for one term, a

teacher of Geography (Scale 1).

For this TVEI school. An

interest in fieldwork and de-

velopments is essential. Abili-

ty to teach to all levels in-

cluding A level desirable.

Application forms and

further particulars avail-

able from the Head Teacher

of the school enclosing

a.s.e. (136222)

appears. (136222)

HERTFORDSHIRE

BISHOP'S SCHOOL

College Road, Chesham,

Bucks.

Head: Mr. D. Kellett

Tel: 0438 511111

Required for September 1986

Temporary for one term, a

teacher of Geography (Scale 1).

KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

BISHOP'S SCHOOL

College Road, Chesham,

Bucks.

Head: Mr. D. Kellett

Tel: 0438 511111

Required for September 1986

Temporary for one term, a

teacher of Geography (Scale 1).

For this TVEI school. An

interest in fieldwork and de-

velopments is essential. Abili-

ty to teach to all levels in-

cluding A level desirable.

Application forms and

further particulars avail-

able from the Head Teacher

of the school enclosing

a.s.e. (136222)

appears. (136222)

BIRMINGHAM

CITY COUNCIL

An Equal Opportunities

Employer

EDUCATION

DEPARTMENT

SWANSHURST SCHOOL

Brook Lane, Birmingham

B13 0TW

Tel: 021-443 3541

Scale 1 Geography

teacher required with abili-

ty to teach to all levels in-

cluding A level desirable.

Application forms and

further particulars avail-

able from the Head Teacher

of the school enclosing

a.s.e. (136222)

appears. (136222)

OXFORDSHIRE

COUNTY COUNCIL

CHILTERN EDGE SCHOOL

Reading Road, Chilton,

Oxford.

Head: Mr. D. Kellett

Tel: 0185 511111

Required for September 1986

Temporary for one term, a

teacher of Geography (Scale 1).

For this TVEI school. An

interest in fieldwork and de-

velopments is essential. Abili-

ty to teach to all levels in-

cluding A level desirable.

Application forms and

further particulars avail-

able from the Head Teacher

of the school enclosing

a.s.e. (136222)

appears. (136222)

HERTFORDSHIRE

ALLEYNE'S SCHOOL

High Street, Stevenage,

Herts.

Head: Mr. D. Kellett

Tel: 0438 511111

Required for September 1986

Temporary for one term, a

teacher of Geography (Scale 1).

For this TVEI school. An

interest in fieldwork and de-

velopments is essential. Abili-

ty to teach to all levels in-

cluding A level desirable.

Application forms and

further particulars avail-

able from the Head Teacher

of the school enclosing

a.s.e. (136222)

appears. (136222)

HERTFORDSHIRE

BISHOP'S SCHOOL

College Road, Chesham,

Bucks.

Head: Mr. D. Kellett

Tel: 0438 511111

Required for September 1986

Temporary for one term, a

WILTSHIRE

BISHOP WORDSWORTH'S

SCHOOL

College Road, Chesham,

Bucks.

Head: Mr. D. Kellett

Tel: 0438 511111

Required for September 1986

Temporary for one term, a

teacher of Geography (Scale 1).

For this TVEI school. An

interest in fieldwork and de-

velopments is essential. Abili-

ty to teach to all levels in-

cluding A level desirable.

Application forms and

further particulars avail-

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of the school enclosing

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BIRMINGHAM

CITY COUNCIL

An Equal Opportunities

Employer

EDUCATION

DEPARTMENT

SWANSHURST SCHOOL

Brook Lane, Birmingham

B13 0TW

Tel: 021-443 3541

Scale 1 Geography

teacher required with abili-

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OXFORDSHIRE

COUNTY COUNCIL

CHILTERN EDGE SCHOOL

Reading Road, Chilton,

Oxford.

Head: Mr. D. Kellett

Tel: 0185 511111

Required for September 1986

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For this TVEI school. An

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cluding A level desirable.

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further particulars avail-

able from the Head Teacher

of the school enclosing

a.s.e. (136222)

appears. (136222)

HERTFORDSHIRE

ALLEYNE'S SCHOOL

High Street, Stevenage,

Herts.

Head: Mr. D. Kellett

Tel: 0438 511111

Required for September 1986

Temporary for one term, a

teacher of Geography (Scale 1).

For this TVEI school. An

interest in fieldwork and de-

velopments is essential. Abili-

ty to teach to all levels in-

cluding A level desirable.

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appears. (136222)

HERTFORDSHIRE

BISHOP'S SCHOOL

College Road, Chesham,

Bucks.

Head: Mr. D. Kellett

Tel: 0438 511111

Required for September 1986

Temporary for one term, a

teacher of Geography (Scale 1).

NORTH TYNESIDE

METROPOLITAN BOROUGH

EDUCATION COMMITTEE

GEORGE THOMPSON HIGH

SCHOOL

College Road, Chesham,

Bucks.

Head: Mr. D. Kellett

Tel: 0438 511111

Required for September 1986

Temporary for one term, a

teacher of Geography (Scale 1).

For this TVEI school. An

interest in fieldwork and de-

velopments is essential. Abili-

ty to teach to all levels in-

cluding A level desirable.

Application forms and

further particulars avail-

able from the Head Teacher

of the school enclosing

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BIRMINGHAM

CITY COUNCIL

An Equal Opportunities

Employer

EDUCATION

DEPARTMENT

SWANSHURST SCHOOL

Brook Lane, Birmingham

B13 0TW

Tel: 021-443 3541

Scale 1 Geography

teacher required with abili-

ty to teach to all levels in-

cluding A level desirable.

Application forms and

further particulars avail-

able from the Head Teacher

of the school enclosing

a.s.e. (136222)

appears. (136222)

OXFORDSHIRE

COUNTY COUNCIL

CHILTERN EDGE SCHOOL

Reading Road, Chilton,

Oxford.

Head: Mr. D. Kellett

Tel: 0185 511111

Required for September 1986

Temporary for one term, a

teacher of Geography (Scale 1).

SIXTH FORM & TERTIARY continued

BIRMINGHAM CITY COUNCIL

An Equal Opportunities Employer
EDUCATION DEPARTMENT
CADBURYS SIXTH FORM COLLEGE
 Downland Close, Kings Norton, Birmingham B38 8QT
 Tel: 021-438 3938
 Scale 1 Posts

a) Well qualified and enthusiastic teacher of Physics required September 1986. The Physics department offers courses in Physics and Electronics at 'A' level and 16+ and is involved in pre-vocational courses.

b) Well qualified and enthusiastic teacher of Chemistry required September 1986. The Chemistry department offers a range of courses at 'A' level and 16+ and is involved in pre-vocational courses.

c) Well qualified and enthusiastic teacher of Mathematics required September 1986. The Mathematics department offers courses at 'A' level and 16+ and is involved in pre-vocational courses.

Applications for these posts are welcomed from new entrants to teaching or from experienced teachers.

Application forms and further particulars available from the Principal, The College, Kings Norton, Birmingham B38 8QT.

Closing date 28 February 1986. (198450) 140022



Headteacher Group 5 (S)

WANDLE VALLEY SCHOOL
 Welbeck Road
 Carshalton
 Surrey

To commence duties as soon as possible

This new school, for children with emotional, social and behavioural problems, is due to open on 1 September 1986. It will have facilities for approximately 80 pupils aged 7 to 16 but, initially, there will be approximately 40 on roll. It is hoped to appoint the headteacher as soon as possible after 1 April in order that he/she may assist with the appointment of staff and the organisation of the school.

Further particulars and application form obtainable from the Director of Education, The Grove, Carshalton, Surrey, SM5 3AL (s.a.s. please).
 Closing date: 27 February 1986.

This is a Re-Advertisement. Previous applicants will not be re-considered automatically and need not reapply.

LONDON BOROUGH OF SUTTON

CATHOLIC SOCIAL SERVICES, LIVERPOOL NUGENT HOUSE RESIDENTIAL SCHOOL CARR MILL ROAD, BILLINGE, NR WIGAN

HEADTEACHER

This School, established for 3 1/2 years, is fully registered and approved as a residential Special School to meet the needs of boys (aged 10-16) who have social, emotional and behavioural difficulties. Whilst this is a Catholic establishment provision is made for all beliefs. Good relationships exist with a wide range of local Education Authorities and currently the School is full.

Applications are invited for the post of HEADTEACHER. The post holder will be required to live on site where a detached four bedroom house is available. The successful applicant will be appropriately qualified and have had considerable practical experience in this field.

Salary will be determined in accordance with the Burnham Special Schools Scale - Group 4(S).

Application forms and Job Descriptions may be obtained from The Personnel Officer, Catholic Social Services, 150 Brownlow Hill, Liverpool L3 5RE. For informal discussion please contact Mr A. Collings or Mr J. Kennedy (tel: 051-708 0566).

Closing date: 24th February 1986.

HAMPSHIRE ALTON COLLEGE
 Alton Road, Alton, Hampshire GU34 2LX (Alton 881 81) and applications should arrive by 28th February 1986 accompanied by a full c.v. and names and addresses of two referees. (198450)

RICHMOND UPON THAMES RICHMOND BOROUGH OF RICHMOND UPON THAMES
 RICHMOND UPON THAMES COLLEGE (TERTIARY)
 LECTURER, C.P.V.E.
 Further details refer to Further Education Section. 140022 (198531)

SURREY EDUCATION COMMITTEE
 REIGATE SIXTH FORM COLLEGE
 Castlefield Road, Reigate, Surrey RH2 9AT
 A qualified teacher of French is required to teach to A Level during the Summer Term for a 12-week supply contract. The successful candidate will be considered on a full-time or part-time basis. Further details please telephone the Principal, to whom letters of application should be addressed. (198444) 140022

WESTSUSSEX HAYWARDS HEATH SIXTH FORM COLLEGE
 Haywards Road, Haywards Heath, West Sussex RH16 1LT
 Required for September 1986, a substitute teacher to teach Business Studies to 'O' and 'A' levels. Applicants must also be able to teach one or more of the following subjects: Economics, Principles of Accounts and 'O' Commerce. Salary and details from College Secretary, S.A.E. please. (198453) 140022

Special Education

Headships

SUSSEX ST. VINCENT'S SCHOOL
 (Daughters of Charity of St. Vincent de Paul)
 80 St. Vincent Road, St. Leonards-on-Sea, East Sussex TN38 5AT
 Group 5 (S)
 Applications are invited from qualified and experienced teachers for the post of Head Teacher of this non-maintained boarding school for girls of secondary age who have emotional and behavioural problems. The successful candidate will be required to teach to A Level and to have a full c.v. and names of two referees. Closing date for applications Friday 28th February 1986 (198407) 160010

Deputy Headships Second Masters/Mistresses

NOTTINGHAMSHIRE COUNTY COUNCIL
APLETON COLLEGE SCHOOL
 Apington, Nottingham NG24 1JR
DEPUTY HEAD TEACHER
 Group 5 (S)
 A suitably experienced and enthusiastic teacher is required for the post of Deputy Head Teacher for this day school for pupils with severe learning difficulties. Interested candidates must have recent management experience and be committed to being active in the ongoing curriculum development of the school. Particular interest in developing opportunities and in parent and community links would be an advantage as would an interest in outdoor pursuits. The school has a five day week. Please apply by letter, giving full curriculum vitae and the names and addresses of two referees to the Head Teacher, from whom full details are available. Closing date 31 February. An Equal Opportunity Employer. (198765) 160012

WESTSUSSEX MURRAY HOUSE SCHOOL
 Barns Green, Horsham, West Sussex RH12 3LJ
DEPUTY HEADTEACHER
 Required for September 1st 1986 at this well-established non-maintained school (48) for emotionally disturbed boys (11-17 years). Preferably with mainstream and residential special school experience, applicants should possess appropriate advanced qualifications and be able to offer a specialist teaching role. The post is resident. The school has extensive facilities which are expanding; the present house is promoted to a headship. Date and application form available from Headmaster Mr A.G. Train. (198738) 160012

Heads of Department

MERTON LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
DEPUTY HEAD OF DEPARTMENT FOR VISUALLY IMPAIRED PUPILS
 Salary Scale: 3/4s £8,556 - £13,591 plus London Allowance of £1,038 and car allowance.
 A Peripatetic Teacher for the visually-impaired is required in the field of visual impairment with an understanding of modern technology and resources as well as having wide teaching experience. The teacher will provide regular individual tuition to visually-impaired pupils from 5 - 19 years of age in schools and will help and advise parents and teachers. Close liaison with other professionals will be required. Application forms and further details are available from the Director of Education, Merton Borough, 80 St. Vincent Road, St. Leonards-on-Sea, East Sussex TN38 5AT. Please enclose a stamped addressed envelope. (198535) 160010

Scale 2 Posts and above

BIRMINGHAM CITY COUNCIL
 An Equal Opportunities Employer
EDUCATION DEPARTMENT
LONGMOOR SCHOOL
 Copples View Road, Sutton Coldfield, West Midlands B75 5UE
 Tel: 021-353 7833
 Scale 2s. An enthusiastic teacher required to work in a group of multi-handicapped children. Further details for curriculum development in the areas of physical and sensory education are available throughout the school on 021-353 7833. (198480) 160020

Scale 1 Posts

BIRMINGHAM CITY COUNCIL
 An Equal Opportunities Employer
EDUCATION DEPARTMENT
LONGMOOR SCHOOL
 Copples View Road, Sutton Coldfield, West Midlands B75 5UE
 Tel: 021-353 7833
 Scale 2s. An enthusiastic teacher required to work in a group of multi-handicapped children. Further details for curriculum development in the areas of physical and sensory education are available throughout the school on 021-353 7833. (198480) 160020

NOTTINGHAMSHIRE COUNTY COUNCIL
APLETON COLLEGE SCHOOL
 Apington, Nottingham NG24 1JR
DEPUTY HEAD TEACHER
 Group 5 (S)
 A suitably experienced and enthusiastic teacher is required for the post of Deputy Head Teacher for this day school for pupils with severe learning difficulties. Interested candidates must have recent management experience and be committed to being active in the ongoing curriculum development of the school. Particular interest in developing opportunities and in parent and community links would be an advantage as would an interest in outdoor pursuits. The school has a five day week. Please apply by letter, giving full curriculum vitae and the names and addresses of two referees to the Head Teacher, from whom full details are available. Closing date 31 February. An Equal Opportunity Employer. (198765) 160012

WILTSHIRE COUNTY COUNCIL
EDUCATION SERVICE
 ARMDRUM COURT, Hatheway Gardens, W13
 An experienced teacher is required for the Summer Term to cover maternity leave at a small, teaching unit serving children accommodated at this Social Services Home. Since many of the children manifest various signs of disturbed and disturbing behaviour, it is important that the teacher has previous experience of teaching disadvantaged children. Salary Scale 2 plus £1,038 London Allowance. Further details and application forms from the Director of Education, Wiltshire County Council, 79-81 Uxbridge Road, Ealing W5 5SL (SAB) to be returned by 28 February. (198543) 160020

EALING LONDON BOROUGH OF EALING
EDUCATION SERVICE
 ACTON GREEN FIRST & SECOND SCHOOLS
 Acton Lane, Acton Green W4 1AA
 Required for April 1986, a teacher of Music through-out the school. The successful candidate would also be required to teach Middle Years and to have previous experience of teaching in a co-operative teaching situation. Salary Scale 2 plus £1,038 London Allowance. Further details and application forms from the Director of Education, Ealing, 79-81 Uxbridge Road, Ealing W5 5SL (SAB) to be returned by 28 February. (198543) 160020

BROMLEY LONDON BOROUGH OF BROMLEY

DARRICK WOOD SCHOOL

Required for April 1986, a teacher of Music through-out the school. The successful candidate would also be required to teach Middle Years and to have previous experience of teaching in a co-operative teaching situation. Salary Scale 2 plus £1,038 London Allowance. Further details and application forms from the Director of Education, Ealing, 79-81 Uxbridge Road, Ealing W5 5SL (SAB) to be returned by 28 February. (198543) 160020

CUMBRIA GREYSTONE HOUSE
 Greystone House, Greystone, Cumbria LA1 1JL
 A teacher required for the post of Head of Department for the school. The successful candidate will be required to teach to A Level and to have a full c.v. and names of two referees. Closing date for applications Friday 28th February 1986 (198407) 160010

WILTSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
SENIOR CARE OFFICER
 (Non-resident)
 Salary: RCOG 4 £7,920 - £8,697 p.a. (Unqualified)
 £8,424 - £9,201 p.a. (Qualified)
 required at ALLINGTON SPECIAL SCHOOL, a weekly boarding school for children mainly of secondary school age with learning and behavioural difficulties.

Application forms and further details from (SAB please) the Headmaster, Allington Special School, Allington (Wey), Chippenham, BA15 2JN, returnable by 28th February 1986.

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND DIVISION
 100, Acton Avenue, Gravesend DA12 5JT
 Required for September 1986, a teacher for the post of Head of Department for the school. The successful candidate will be required to teach to A Level and to have a full c.v. and names of two referees. Closing date for applications Friday 28th February 1986 (198407) 160010

ESSEX PRIORITY SCHOOL
 Burr Hill Chase, Southend-on-Sea SS2 6PE
 Tel: 071-702 1515
 Required for April 1986, a teacher for the post of Head of Department for the school. The successful candidate will be required to teach to A Level and to have a full c.v. and names of two referees. Closing date for applications Friday 28th February 1986 (198407) 160010

POWYS COUNTY COUNCIL
EDUCATION DEPARTMENT
TEACHER OF THE DEAF
BRECON HIGH SCHOOL
 Brecon, Powys SA. A qualified experienced teacher is required for the post of Teacher of the Deaf for a small unit for hearing impaired children of secondary age in Brecon. Salary Scale 2 plus £1,038 London Allowance. Further details and application forms from the Director of Education, Powys County Council, 79-81 Uxbridge Road, Ealing W5 5SL (SAB) to be returned by 28 February. (198543) 160020

WILTSHIRE COUNTY COUNCIL
EDUCATION SERVICE
 ARMDRUM COURT, Hatheway Gardens, W13
 An experienced teacher is required for the Summer Term to cover maternity leave at a small, teaching unit serving children accommodated at this Social Services Home. Since many of the children manifest various signs of disturbed and disturbing behaviour, it is important that the teacher has previous experience of teaching disadvantaged children. Salary Scale 2 plus £1,038 London Allowance. Further details and application forms from the Director of Education, Wiltshire County Council, 79-81 Uxbridge Road, Ealing W5 5SL (SAB) to be returned by 28 February. (198543) 160020

Scale 1 Posts

BARKING AND DAGENHAM LONDON BOROUGH OF BARKING AND DAGENHAM
CASTLE SCHOOL
 Gorsebrook Road, Dagenham, Essex RM8 7JL
 Required for April 1986 or as soon as possible thereafter, two enthusiastic teachers qualified to teach in a unit catering for the needs of children with severe learning difficulties including a high proportion of multiply handicapped children. The successful candidate will be required to teach to A Level and to have a full c.v. and names of two referees. Closing date for applications Friday 28th February 1986 (198407) 160010

BROMLEY LONDON BOROUGH OF BROMLEY
EDUCATION DEPARTMENT
TEACHER OF THE DEAF
BRECON HIGH SCHOOL
 Brecon, Powys SA. A qualified experienced teacher is required for the post of Teacher of the Deaf for a small unit for hearing impaired children of secondary age in Brecon. Salary Scale 2 plus £1,038 London Allowance. Further details and application forms from the Director of Education, Powys County Council, 79-81 Uxbridge Road, Ealing W5 5SL (SAB) to be returned by 28 February. (198543) 160020

WILTSHIRE COUNTY COUNCIL
EDUCATION SERVICE
 ARMDRUM COURT, Hatheway Gardens, W13
 An experienced teacher is required for the Summer Term to cover maternity leave at a small, teaching unit serving children accommodated at this Social Services Home. Since many of the children manifest various signs of disturbed and disturbing behaviour, it is important that the teacher has previous experience of teaching disadvantaged children. Salary Scale 2 plus £1,038 London Allowance. Further details and application forms from the Director of Education, Wiltshire County Council, 79-81 Uxbridge Road, Ealing W5 5SL (SAB) to be returned by 28 February. (198543) 160020

WILTSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
SENIOR CARE OFFICER
 (Non-resident)
 Salary: RCOG 4 £7,920 - £8,697 p.a. (Unqualified)
 £8,424 - £9,201 p.a. (Qualified)
 required at ALLINGTON SPECIAL SCHOOL, a weekly boarding school for children mainly of secondary school age with learning and behavioural difficulties.

Application forms and further details from (SAB please) the Headmaster, Allington Special School, Allington (Wey), Chippenham, BA15 2JN, returnable by 28th February 1986.

EALING LONDON BOROUGH OF EALING
EDUCATION DEPARTMENT
ACTON GREEN FIRST & SECOND SCHOOLS
 Acton Lane, Acton Green W4 1AA
 Required for April 1986, a teacher for the post of Head of Department for the school. The successful candidate will be required to teach to A Level and to have a full c.v. and names of two referees. Closing date for applications Friday 28th February 1986 (198407) 160010

ESSEX PRIORITY SCHOOL
 Burr Hill Chase, Southend-on-Sea SS2 6PE
 Tel: 071-702 1515
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Scale 1 Posts

BARKING AND DAGENHAM LONDON BOROUGH OF BARKING AND DAGENHAM
CASTLE SCHOOL
 Gorsebrook Road, Dagenham, Essex RM8 7JL
 Required for April 1986 or as soon as possible thereafter, two enthusiastic teachers qualified to teach in a unit catering for the needs of children with severe learning difficulties including a high proportion of multiply handicapped children. The successful candidate will be required to teach to A Level and to have a full c.v. and names of two referees. Closing date for applications Friday 28th February 1986 (198407) 160010

BROMLEY LONDON BOROUGH OF BROMLEY
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TEACHER OF THE DEAF
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SPECIAL EDUCATION continued

NEWHAM LONDON BOROUGH OF NEWHAM
EDUCATION COMMITTEE
DEPUTY HEAD OF DEPARTMENT FOR VISUALLY IMPAIRED PUPILS
 Salary Scale: 3/4s £8,556 - £13,591 plus London Allowance of £1,038 and car allowance.
 A Peripatetic Teacher for the visually-impaired is required in the field of visual impairment with an understanding of modern technology and resources as well as having wide teaching experience. The teacher will provide regular individual tuition to visually-impaired pupils from 5 - 19 years of age in schools and will help and advise parents and teachers. Close liaison with other professionals will be required. Application forms and further details are available from the Director of Education, Newham Borough, 80 St. Vincent Road, St. Leonards-on-Sea, East Sussex TN38 5AT. Please enclose a stamped addressed envelope. (198535) 160010

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SURREY
THE ROYAL NAVAL SCHOOL
Eastbourne, Sussex, ENGL.

Other Assistants

BOLTON

BOLTON SCHOOL
SIXTH DIVISION
Cherry Lane Road, Bolton,
Lancs., L.L. 1 1 1

G. S. A., Assisted Places
(750 girls - 200 Sixth Form)

HISTORY teacher, required, from September 1986. Good brains, graduate to teach through to A-level. Enhanced Scale and 2 years experience and qualifications.

Letter of application (no forms) together with c.v. and details of two referees to the Headmistress immediately please. 182824 (198953)

CHELTENHAM
CHELTENHAM COLLEGE
Cheltenham, GL53 7LD

Please send your application, with curriculum vitae, to the names of two referees to the Headmaster, Clontarf School, 28th February.
 (1984b) 182634

COVENTRY
COVENTRY SCHOOL
(KING HENRY VIII AND
WOLFE)
 (CHNC co-educational; roll at 1100)

A well-qualified teacher of History is required to teach the History syllabus in the September at King Henry VIII and Wolfe School, Clontarf. The teacher will teach Level, Burgham Salary plus a pension, and will have a provisionally supplemented scale 2 post for experience. The school is a very friendly and equally welcome from those who are not. The school is a friendly and equally welcome from those who are not. The school is a friendly and equally welcome from those who are not.

Ability to help with extra-curricular activities.

Normal superannuation.
Details of school in Public
Schools Year Book.

curriculum vitae and names and addresses of referees to the Director, Coventry City Council, Coventry CV3 9AQ. (1987) 182894

HERTFORDSHIRE
THE HABERDASHERS'
ABBEY SCHOOL
Herts. Herts. WD5 3AF
NMC - independent - 1900
Required for September
1997 entry.
TORY graduates preferably
but not essential. 5 year
term period, to teach at all
levels, to teach and assist
with. Ability to help with
General studies, Games or
other extra-curricular work
would also be welcome.
Successful candidates would
be offered a period of
London Burnham. Scale
10-12. Salary £10,000-12,000.
Environment Superstition and
the Cotswolds. Excellent
travel expenses according
to scheme.
Apply to the Headmaster
and name of referee
(15450) 182895

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**CASTLE UPON TYNE
HIGH SCHOOL**
Inkervillie Terrace
Castle upon Tyne NE2 3BA

and for September 1988.
Well qualified

**English
Graduate**

Teaching of English throughout
School up to University Entrance
Grade 1 post suitable for a first
job to the Head Mistress with
experience, and the names and
addresses as soon as possible,
no later than two weeks after the
publication of this advertisement.

[illegible]

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

Other Assistants

BRISTOL
CLIFTON HIGH SCHOOL
Bristol BS8 3JD
Independent Day and Boarding
School for Girls
Required from September
1986:-
Resident Housemaster/
Housemistress for Senior
Boarding House of 58 girls
between the ages of 14 and 18
years. The successful applicant
will be expected to teach in the

Main School. The position could be highly suitable for a married couple with boarding school experience. Self-contained flat.
Burnham Scale according to qualifications and experience. Apply immediately to the Headmistress, enclosing curriculum vitae, stating teaching subjects, and names and addresses of two referees. (198684) 184024

Join a flourishing department. Other major sports include: Hockey, Tennis, Swimming, Athletics, Gymnastics and Rowing. The Department offers a wide range of activities to Fourth and Fifth Years including Basketball, Trampolining, Water Polo, Netball, Synchronised Swimming, Badminton.

Please apply in writing to the Headmistress with a full curriculum vitae, names and

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe.
Buckinghamshire HP11 1PE
Wanted in September a qualified
teacher. PHYSICAL EDUCATION
teacher.
Ability to teach Lacrosse,
Swimming and Gymnastics
essential, and preferably with
experience in Tennis, Dance
and Trampoline.
Buckinghamshire

Qualified teacher required for Easter or September for boys P.E. and at least one other subject. Ability to offer Biology, French or English would be useful. Burnham Scale 1.

Apply in writing to The Headmaster, Thorpe Hall School, Thorpe Hall Avenue, Thorpe Bay, Essex S51 3AU. (921981) 184224

GWENT
MONMOUTH SCHOOL

NMC, 350 boys 11 - 13.
 Required in April for one term a young, qualified teacher of Physical Education to replace master on sabbatical leave. Ability to help coach rowing and sailing a bonus. Willingness to become involved in boarding school life essential.
 Monmouth School own salary scale (improved Burnham); full accommodation available.
 Applications with curriculum vitae and names of three referees should be sent to the Headmaster. All correspondence should be labelled 'PE Appointment'. (99537) 1184324

**DORSET
SHERBORNE SCHOOL**

**Teacher of
Spanish**

There will be a vacancy in September for a graduate teacher of Spanish throughout the School.

An ability to teach French to at least O Level standard would be an advantage.

Applications with a c.v. and the names of two referees should be sent to the Headmaster's Secretary, Sherborne School, Dorset DT9 3AP

15/1/66

IBSTOCK PLACE SCHOOL
(Demonstration School of the Froebel Institute)
Co-ed. 300 pupils 3-16: 140 pupils in Senior School.
ISAI.

Clarence Lane, Roehampton, LONDON SW15

HEAD OF MUSIC

required for the Summer Term 1986. Scale 2 plus London Weighting. An enthusiastic, well qualified and experienced music teacher to develop the musical life of a small Senior department. The applicant will be required to teach 'O' level music; to form a school orchestra and choirs; to organise peripatetic staff schedules and to liaise with colleagues in the Primary Department on the music curriculum.

Please apply in writing to the Headmistress enclosing c.v. and the names of two referees. Single accommodation is available if required.

(13659)

GEOGRAPHY

Recruited in September 1986 a graduate to teach Economics and Geography at all levels in the school. Ability to help in other areas of school life especially coaching in rugby, hockey or cricket would be a strong recommendation.

Canford has its own salary scale. Accommodation will be available.

Applications should be sent to the Headmaster enclosing a comprehensive curriculum vitae and the names of two referees as soon as possible.

12860

ECONOMICS/ GEOGRAPHY

Preparatory Schools

Headships

SUFFOLK

THE OLD SCHOOL
Haverhill, N. Bedford.
Suffolk NR13 7LS

Co-educational. 100 pupils.
Applications are invited from suitably qualified and experienced persons for the post of Head which will be vacant from September 1986.
Details of the appointment will be supplied in response to letters of application, which should be sent to the Chairman of the Governing Council at the school. Please give the names of at least two referees.

The closing date for applications is 15 February 1986.
(1985/1) 200010

Deputy Headships

Second Masters/Mistresses

EAST SUSSEX

SECOND MASTER/MISTRESS
An experienced and qualified teacher in required at this IAPs Prep School in September 1986 to teach C.E. level. In addition the person appointed will be expected to run some games and organise teams. An interest in and experience of production is necessary.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Temple Grove School, Horsham, Sussex BN12 4DA. (1985/1) 200012

Salary will be paid according to qualifications and experience. In writing enclosing a full C.V. with the names, addresses and telephone numbers of two referees to the Headmaster, Temple Grove School, Horsham, Sussex BN12 4DA. (1985/1) 200012

ESSEX
ST. MICHAEL'S C of E
School, Leigh-on-Sea, Essex.
Suffolk NR13 7LS

Co-educational. 11 years.
Required for September 1986, an experienced and qualified teacher in required at this IAPs Prep School in September 1986 to teach C.E. level. In addition the person appointed will be expected to run some games and organise teams. An interest in and experience of production is necessary.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Temple Grove School, Horsham, Sussex BN12 4DA. (1985/1) 200012

SURREY
ST. MARY'S PREPARATORY SCHOOL
Surrey (see under Solihull). 200012

By Subject Classification

Art and Design

Headships

KENYA

RANDI SCHOOL
Nairobi
Required for September 1986 a fully qualified teacher of art to teach throughout the school. Salary above Burnham Scale plus housing allowance and air fares.

Apply to the Headmaster, Nairobi, 202118 (1985/1)

Other Assistants

WARWICKSHIRE

WARWICK JUNIOR SCHOOL
Warwick School, R.M.C.
Warwick CV34 4JF

Required for September 1986 a fully qualified teacher to teach English, History and S.E. mainly to 7-11 year olds, but also to specialise in the teaching of ART (new Art Room being built). Willingness to assist in extra-curricular activities important. Salary in Burnham Scale 1 plus housing allowance.

Further details may be obtained from the Headmaster, Warwick School, Warwick CV34 4JF. Tel: (0946) 4091. Applications enclosing C.V., names, addresses and telephone numbers of two referees to be sent to the Headmaster, Warwick School, Warwick CV34 4JF. Not later than 28 February 1986. 201244 (1985/1)

Classics

Heads of Department

BUCKINGHAM

SWANBOURNE HOUSE SCHOOL
Swanbourne, Bucks. MK17 0LZ

I.A.P.S. Co-ed. boarding and day.
Required for September 1986 to join a friendly and committed staff, a lively and ambitious Classics teacher, with an eye to the future, might be interested in helping to develop the school's classical studies. The school, which is in an attractive rural setting, is expanding rapidly and ample funds are available to develop the successful applicant's special interests.
Swanbourne House, scale above Burnham. Accommodation available. Applications in writing with full C.V., recent photo, and names, addresses and telephone numbers of two referees to the Headmaster, 201618 (1986/2)

HAMPSTIRE

NEW FOREST
New Forest, Hampshire
Fordingbridge SP6 1NS

Required for September 1986 a fully qualified teacher to join the existing department of Classics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, New Forest School, Fordingbridge, Hampshire. (1985/1) 201618

KENYA
BANDA SCHOOL
Nairobi
Required for September a fully qualified teacher of Latin to join the existing department of Classics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Banda School, Nairobi, 201618 (1985/2)

KENYA
BANDA SCHOOL
Nairobi
Required for September a fully qualified teacher of English to join the existing department of English in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Banda School, Nairobi, 201618 (1985/2)

Other Assistants

GLOUCESTERSHIRE

DEAN CLOSE JUNIOR SCHOOL
Cheltenham
IAPS 7-11 (370 Pupils)

Required for September 1986 a fully qualified teacher to join the existing department of English in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Dean Close Junior School, Cheltenham, Gloucestershire. (1985/1) 202624

SOMERSET

ENGLISH TEACHER
Experienced teacher to Public School, Somerset, required in September 1986. Salary in Burnham Scale 1 plus housing allowance.

Further details may be obtained from the Headmaster, Somerset School, Somerset. Applications enclosing C.V., names, addresses and telephone numbers of two referees to be sent to the Headmaster, Somerset School, Somerset. Not later than 28 February 1986. 201244 (1985/1)

SURREY

CHINTHURST SCHOOL
Chintthurst, Surrey
Tel: Tadworth 301

I.A.P.S. Day School for Boys
Required for September 1986 a fully qualified teacher of English to take over the existing department of English in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Chintthurst School, Surrey. (1985/1) 202444

Geography

Heads of Department

KENT

ROSE HILL SCHOOL
Canterbury, Kent
I.A.P.S. Day 145 boys and girls

Required for September 1986 a fully qualified teacher of Geography to join the existing department of Geography in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Rose Hill School, Canterbury, Kent. (1985/1) 202618

KENYA
BANDA SCHOOL
Nairobi
Required for September a fully qualified teacher of Latin to join the existing department of Classics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Banda School, Nairobi, 201618 (1985/2)

KENYA
BANDA SCHOOL
Nairobi
Required for September a fully qualified teacher of English to join the existing department of English in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Banda School, Nairobi, 201618 (1985/2)

History

Heads of Department

KENYA

RANDI SCHOOL
Nairobi
Required for September 1986 a fully qualified teacher of history to join the existing department of History in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Randi School, Nairobi, 202624 (1985/2)

KENYA
BANDA SCHOOL
Nairobi
Required for September a fully qualified teacher of Latin to join the existing department of Classics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Banda School, Nairobi, 201618 (1985/2)

KENYA
BANDA SCHOOL
Nairobi
Required for September a fully qualified teacher of English to join the existing department of English in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Banda School, Nairobi, 201618 (1985/2)

Other Assistants

BUCKINGHAMSHIRE
THORPE HOUSE SCHOOL
Thorpe, Bucks.
Tel: 29651

I.A.P.S. Day Preparatory School
Required for September 1986 a fully qualified and enthusiastic teacher to be responsible for teaching his- tory to C.E. and P.S. levels, and also to coach first team rugby football. A willing- ness to play full part in the school's games programme and to play school activities is essential.

Applications with the names, addresses and telephone numbers of two referees to the Headmaster, Thorpe House School, Bucks. (1985/1) 202624

Mathematics

Heads of Department

BERKSHIRE

GLAZIER SCHOOL
Woolhampton, N. Reading
(I.A.P.S. Day 145 boys)

Required for September 1986 a fully qualified teacher of Mathematics to join the existing department of Mathematics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Glazier School, Woolhampton, N. Reading. (1985/1) 203444

BUCKINGHAMSHIRE
CAVENDISH SCHOOL
Nailbourne, Bucks.
I.A.P.S. Day 145 boys and girls

Required for September 1986 a fully qualified teacher of Mathematics to join the existing department of Mathematics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Cavendish School, Nailbourne, Bucks. (1985/1) 202624

SURREY
HALL GROVE
Surrey
I.A.P.S. Day 180 boys (8-13)

Required for September 1986 an experienced and qualified teacher to join the existing department of Geography in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Hall Grove School, Surrey. (1985/1) 202624

KENT
ROSE HILL SCHOOL
Canterbury, Kent
I.A.P.S. Day 145 boys and girls

Required for September 1986 a fully qualified teacher of Mathematics to join the existing department of Mathematics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Rose Hill School, Canterbury, Kent. (1985/1) 202618

KENYA
BANDA SCHOOL
Nairobi
Required for September a fully qualified teacher of Latin to join the existing department of Classics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Banda School, Nairobi, 201618 (1985/2)

LANCASHIRE

ST. MARY'S HALL
Blackburn, Lancashire
I.A.P.S. Day 145 boys and girls

Required for September 1986 a fully qualified and enthusiastic teacher to be responsible for teaching his- tory to C.E. and P.S. levels, and also to coach first team rugby football. A willing- ness to play full part in the school's games programme and to play school activities is essential.

Applications with the names, addresses and telephone numbers of two referees to the Headmaster, St. Mary's Hall, Blackburn, Lancashire. (1985/1) 203444

LONDON

ST. PAUL'S GIRLS' SCHOOL
London E17 3PY (Epsom Forest Area)

Required for September 1986 a fully qualified and enthusiastic teacher to be responsible for teaching his- tory to C.E. and P.S. levels, and also to coach first team rugby football. A willing- ness to play full part in the school's games programme and to play school activities is essential.

Applications with the names, addresses and telephone numbers of two referees to the Headmaster, St. Paul's Girls' School, London E17 3PY. (1985/1) 203444

WOLVERHAMPTON
WOLVERHAMPTON JUNIOR SCHOOL
Wolverhampton
I.A.P.S. Day 145 boys and girls

Required for September 1986 a fully qualified and enthusiastic teacher to be responsible for teaching his- tory to C.E. and P.S. levels, and also to coach first team rugby football. A willing- ness to play full part in the school's games programme and to play school activities is essential.

Applications with the names, addresses and telephone numbers of two referees to the Headmaster, Wolverhampton Junior School, Wolverhampton. (1985/1) 203444

HAMPSTIRE
THE FILGIMOR'S SCHOOL
Winchester
I.A.P.S. Day 145 boys and girls

Required for September 1986 a fully qualified and enthusiastic teacher to be responsible for teaching his- tory to C.E. and P.S. levels, and also to coach first team rugby football. A willing- ness to play full part in the school's games programme and to play school activities is essential.

Applications with the names, addresses and telephone numbers of two referees to the Headmaster, The Filgimor's School, Winchester. (1985/1) 203444

KENT
PREPARATORY SCHOOL
Canterbury, Kent
I.A.P.S. Day 145 boys and girls

Required for September 1986 a fully qualified and enthusiastic teacher to be responsible for teaching his- tory to C.E. and P.S. levels, and also to coach first team rugby football. A willing- ness to play full part in the school's games programme and to play school activities is essential.

Applications with the names, addresses and telephone numbers of two referees to the Headmaster, Preparatory School, Canterbury, Kent. (1985/1) 202618

KENYA
BANDA SCHOOL
Nairobi
Required for September a fully qualified teacher of Latin to join the existing department of Classics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Banda School, Nairobi, 201618 (1985/2)

Other Assistants

BUCKINGHAMSHIRE
THORPE HOUSE SCHOOL
Thorpe, Bucks.
Tel: 29651

I.A.P.S. Day Preparatory School
Required for September 1986 a fully qualified and enthusiastic teacher to be responsible for teaching his- tory to C.E. and P.S. levels, and also to coach first team rugby football. A willing- ness to play full part in the school's games programme and to play school activities is essential.

Applications with the names, addresses and telephone numbers of two referees to the Headmaster, Thorpe House School, Bucks. (1985/1) 202624

Mathematics

Heads of Department

BERKSHIRE

GLAZIER SCHOOL
Woolhampton, N. Reading
(I.A.P.S. Day 145 boys)

Required for September 1986 a fully qualified teacher of Mathematics to join the existing department of Mathematics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Glazier School, Woolhampton, N. Reading. (1985/1) 203444

BUCKINGHAMSHIRE
CAVENDISH SCHOOL
Nailbourne, Bucks.
I.A.P.S. Day 145 boys and girls

Required for September 1986 a fully qualified teacher of Mathematics to join the existing department of Mathematics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Cavendish School, Nailbourne, Bucks. (1985/1) 202624

SURREY
HALL GROVE
Surrey
I.A.P.S. Day 180 boys (8-13)

Required for September 1986 an experienced and qualified teacher to join the existing department of Geography in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Hall Grove School, Surrey. (1985/1) 202624

KENT
ROSE HILL SCHOOL
Canterbury, Kent
I.A.P.S. Day 145 boys and girls

Required for September 1986 a fully qualified teacher of Mathematics to join the existing department of Mathematics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Rose Hill School, Canterbury, Kent. (1985/1) 202618

KENYA
BANDA SCHOOL
Nairobi
Required for September a fully qualified teacher of Latin to join the existing department of Classics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Banda School, Nairobi, 201618 (1985/2)

PREPARATORY SCHOOLS

CHINTHURST SCHOOL
Chintthurst, Surrey
Tel: Tadworth 301

I.A.P.S. Day School for Boys
Required for September 1986 a fully qualified teacher of English to take over the existing department of English in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Chintthurst School, Surrey. (1985/1) 202444

Geography

Heads of Department

KENT

ROSE HILL SCHOOL
Canterbury, Kent
I.A.P.S. Day 145 boys and girls

Required for September 1986 a fully qualified teacher of Geography to join the existing department of Geography in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Rose Hill School, Canterbury, Kent. (1985/1) 202618

KENYA
BANDA SCHOOL
Nairobi
Required for September a fully qualified teacher of Latin to join the existing department of Classics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Banda School, Nairobi, 201618 (1985/2)

KENYA
BANDA SCHOOL
Nairobi
Required for September a fully qualified teacher of English to join the existing department of English in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Banda School, Nairobi, 201618 (1985/2)

History

Heads of Department

KENYA

RANDI SCHOOL
Nairobi
Required for September 1986 a fully qualified teacher of history to join the existing department of History in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Randi School, Nairobi, 202624 (1985/2)

KENYA
BANDA SCHOOL
Nairobi
Required for September a fully qualified teacher of Latin to join the existing department of Classics in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Banda School, Nairobi, 201618 (1985/2)

KENYA
BANDA SCHOOL
Nairobi
Required for September a fully qualified teacher of English to join the existing department of English in administrative and liaison duties of various kinds. The successful candidate will be expected to be a team player and to help with boys' games etc. as well.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Banda School, Nairobi, 201618 (1985/2)

SUFFOLK

THE OLD SCHOOL
Haverhill, N. Bedford.
Suffolk NR13 7LS

Co-educational. 100 pupils.
Applications are invited from suitably qualified and experienced persons for the post of Head which will be vacant from September 1986.
Details of the appointment will be supplied in response to letters of application, which should be sent to the Chairman of the Governing Council at the school. Please give the names of at least two referees.

The closing date for applications is 15 February 1986.
(1985/1) 200010

Deputy Headships

Second Masters/Mistresses

EAST SUSSEX

SECOND MASTER/MISTRESS
An experienced and qualified teacher in required at this IAPs Prep School in September 1986 to teach C.E. level. In addition the person appointed will be expected to run some games and organise teams. An interest in and experience of production is necessary.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Temple Grove School, Horsham, Sussex BN12 4DA. (1985/1) 200012

Salary will be paid according to qualifications and experience. In writing enclosing a full C.V. with the names, addresses and telephone numbers of two referees to the Headmaster, Temple Grove School, Horsham, Sussex BN12 4DA. (1985/1) 200012

ESSEX
ST. MICHAEL'S C of E
School, Leigh-on-Sea, Essex.
Suffolk NR13 7LS

Co-educational. 11 years.
Required for September 1986, an experienced and qualified teacher in required at this IAPs Prep School in September 1986 to teach C.E. level. In addition the person appointed will be expected to run some games and organise teams. An interest in and experience of production is necessary.

Applications with C.V., names, addresses and telephone numbers of two referees to the Headmaster, Temple Grove School, Horsham, Sussex BN12 4DA. (1985/1) 200012

SURREY
ST. MARY'S PREPARATORY SCHOOL
Surrey (see under Solihull). 200012

By Subject Classification

Art and Design

Headships

Appointments in Scotland

continued

SECONDARY SCHOOLS PROMOTED POST

ASSISTANT PRINCIPAL GALASHIELS ACADEMY
TEACHER OF ROLL 1154
TECHNICAL EDUCATION Responsibility payment
£1,476 per annum

Closing date 28 February 1988

Application forms and further details are available from the Personnel Department, Regional Headquarters, Newtown St. Boswells TD6 0SA. Completed forms should be returned to the Personnel Department.

SECONDARY SCHOOLS TEACHING POSTS

BIOLOGY/GENERAL SCIENCE BERWICKSHIRE HIGH SCHOOL
Roll 746

BUSINESS STUDIES GALASHIELS ACADEMY
PHYSICS OR PHYSICS/GENERAL SCIENCE BERWICKSHIRE HIGH SCHOOL

TEMPORARY POST

TEMPORARY TEACHER OF MATHEMATICS JEDBURGH GRAMMAR SCHOOL
(March to end of session 1985-86)

Closing date 28 February 1988

Application forms are available from the Personnel Department, Regional Headquarters, Newtown St. Boswells TD6 0SA. Completed forms should be returned to the Director of Education.



LOTHIAN REGIONAL COUNCIL Department of Education PRINCIPAL, LAGGANIA CENTRE FOR OUTDOOR EDUCATION

Applications are invited from registered teachers for the post of Principal of this purpose built residential centre which is situated near Kingussie, Inverness-shire.

The Centre provides courses for school pupils and adults in a variety of outdoor pursuits including skiing, orienteering, hill walking and canoeing.

Applicants should be appropriately qualified with extensive experience of instructing in outdoor pursuits, preferably in a residential centre. Administrative experience is desirable.

A four bedroom detached house is provided for the Principal. Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum, plus a responsibility allowance of £3,852 per annum.

Further particulars and application forms may be obtained from the Head of Personnel, Personnel Section, 40 Torphichen Street, Edinburgh EH3 8JJ.

Closing date for applications is 28 February

AN EQUAL OPPORTUNITIES EMPLOYER

Moray House College of Education Edinburgh

RESEARCH ASSISTANT

A Research Assistant is required for a CNA-funded project (The Primary Placement Project) beginning now and finishing on 31st December 1989. The assistantship is for the period of the project. The project will do development work relating to the training, supervision and assessment of students placed in primary schools for teaching experience and for other forms of professional practice. The project will also work to improve methods of professional reporting on such students. The work of the project, in addition, will be such as to relate to methods of training for professions other than teaching and will network extensively with training institutions within the United Kingdom and beyond. Candidates should have a strong background in quantitative research methods and interests in methods of professional development.

Commencing salary will be £7,835 rising by annual increments in October to £8,968. This scale will be reviewed, effectively from the date of appointment, in the light of salary award to Scottish teachers.

Further particulars and a form of application may be obtained from The College Secretary, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ, to whom completed applications, with the names of 2 referees, should be returned by Friday, 28th February.

(1984/8)

Colleges of Further Education

Directors, Principals and Vice Principals

DUDLEY METROPOLITAN BOROUGH
(Equal Opportunity Employer)

HALESOWEN COLLEGE
VICE-PRINCIPAL (Group 5)
£18,402

For September 1988, as the result of appointment of previous holder to a secondary college principalship.

This is a flourishing tertiary college occupying a pleasant site on the edge of the West Midlands, near open country, with excellent new buildings and facilities. There are currently about 1200 full time students, over half on A level courses, and nearly 2500 part time.

Applicants should be people of ability, energy and commitment; a background in further education would be an advantage.

Please write for further details to: Principal, David Terry, Halesowen College, Whittington Road, Halesowen, West Midlands B63 3PA (telephone 842 8300 x1700). Closing date 28th February 1988. £20016

Heads of Department

BUCKINGHAMSHIRE COUNTY COUNCIL
Equal Opportunity Employer

BRACKLEY COLLEGE
HEAD OF DEPARTMENT OF BELANCE AND TECHNOLOGY
A vacancy exists for the post of Head of Department. Candidates for the post should be well qualified in engineering, or computing and should have both industrial and educational management experience. Candidates should have the ability to apply their experience to other areas such as Building and Construction and Motor Vehicle, etc.

Application forms may be obtained from the Vice Principal at the College to be reached by 28th February 1988. £20016

Other Appointments

BARKING COLLEGE OF

BRICKLAYER - LECTURER I
(Redevelopment)
Applications are invited from qualified Bricklayers with sound industrial experience to teach on City and Quilts Craft courses and other brickwork teaching programmes.

Salary £7,568 to £12,885 depending on experience and application forms available (a.s.e.) from the Administrative Officer, Barking College of Technology, Dagenham Road, Romford, Essex, RM7 0XU. Closing date 28th February 1988.

Existing applicants will be reconsidered and need not apply again. (1985/4)

Education Service

Barnfield College (Luton) Principal

Required from 1st September 1988.

This Group 5 Further Education establishment offers a wide range of non-advanced full and part-time courses in the areas of art and design, hairdressing, hotel and catering, humanities, business studies and secretarial and office studies. There is some joint course provision with neighbouring colleges of further education.

Applicants should have substantial teaching and administrative experience at a senior level and possess a sound grasp of developments within non-advanced further education. Management skills of a high order are required.

The current salary for the post is £21,879 - £22,982.

Application forms and further particulars are obtainable from The Chief Education Officer (reference FEC1), County Hall, Bedford MK42 9AP. Closing date: 14 March 1988.

The Council is an equal opportunity employer, and welcomes applications from members of the ethnic minority groups, disabled persons and all other sections of the community.



WEST SUFFOLK COLLEGE OF FURTHER EDUCATION BURY ST EDMUNDS (GROUP 5)

The College is undertaking a complete restructuring, and two Vice-Principals, of equal rank, are required for 1 September 1988 to play vital roles in the new management team.

Vice-Principal (Academic)

To lead the college's academic planning, co-ordinating curriculum and staff development.

Vice-Principal (Resources)

To promote the efficient use of resources and the effectiveness of the college's provision.

Although covering two distinct specialisms, the work of the Vice-Principals will relate closely to the Principal to promote a dynamic approach to further education in West Suffolk.

Energetic and enthusiastic applicants with suitable experience should apply by 5 March 1988. Further details and forms may be obtained from the Principal, West Suffolk College of Further Education, Out Rlyebury, Bury St Edmunds, Suffolk IP33 3RL (1984)



COLLEGES OF FURTHER EDUCATION

BIRMINGHAM CITY COUNCIL
An equal opportunities employer

BIRMINGHAM COLLEGE OF FOOD AND DOMESTIC ARTS
SUMMER ROW, BIRMINGHAM B3 1JB

DEPARTMENT OF HOTEL CATERING AND MANAGEMENT STUDIES
PRINCIPAL LECTURER - BUSINESS STUDIES AND INFORMATION TECHNOLOGY

Salary £14,013 - £17,619

Specialist business and management studies staff comprises 50% of the Department. The post holder will be responsible for a range of Hotel Catering and allied courses.

The non-teaching responsibilities will be concerned with the following areas:

MSC Courses, Short Courses, Technology and N.A.B. Development

A relevant degree and professional qualifications, plus experience at managerial level in industry are expected, but not necessarily in the Hotel Catering and Leisure's industries.

Duties to commence as soon as possible after Easter 1988.

Further details and application forms are available from the Principal, Secretary at the above address. Tel: 01-222 4072 to whom completed forms should be returned within 14 days of the publication of this advertisement. (1987/3) £20026

Re-advertisement.

Previous applicants will automatically be reconsidered.

Application forms and further details available from the Principal, Secretary at the above address. Tel: 01-222 4072. Closing date - Friday 28th February 1988.

BROOKLYN TECHNICAL COLLEGE

Great Barr, Aldridge Road, Birmingham B44 8NE
Tel: (01-360 3543)

LECTURER I IN BUSINESS STUDIES
SALARY £6,324 - £11,247

Required as soon as possible. The Business Studies Section of the Department of Business and Management Studies, applicants should be able to teach at least two, or preferably three from:

Business Calculations, Book-keeping, Work, Economics, Back-logs, Business, Development, Social Structure, Modern Britain, Marketing.

The person appointed will be expected to assist in the marketing, development and administration of externally funded courses.

Application forms and further particulars obtainable from the Principal, Secretary at the above address. Tel: 01-360 3543. Closing date 28th February 1988.

CHESHIRE SOUTH CHESHIRE COLLEGE

LECTURER II ADULT POST BASIC EDUCATION

Required for 1st May or as soon after as possible. The post holder will be expected to take charge of the Open Access Centre and to post basic skills workshop which is located in one of the college annexes.

Further particulars and application forms may be obtained from the Principal, Secretary at the above address. Tel: 01-270 820026 (1985/1)

DURHAM COUNTY COUNCIL EDUCATION DEPARTMENT DARLINGTON COLLEGE OF TECHNOLOGY

VICE-PRINCIPAL

Applications are invited for the post of Vice-Principal of the above College (Group 8) which becomes vacant from 1st September, 1988.

This is a vital post in the College management structure and the College is seeking someone with energy and enthusiasm who has had experience in industry/commerce and teaching. The post-holder needs to be familiar with recent developments in Further Education and be able to actively contribute to the developments of the College.

Further details and applications forms available from the Director of Education, Education Department, County Hall, Durham, DH1 5UJ, to be returned by Friday 7th March, 1988.

(1985/2)

BIRMINGHAM CITY COUNCIL

An equal opportunities employer

FURTHER EDUCATION

BIRMINGHAM COLLEGE OF FOOD AND DOMESTIC ARTS
SUMMER ROW, BIRMINGHAM B3 1JB

DEPARTMENT OF HOTEL CATERING AND MANAGEMENT STUDIES
PRINCIPAL LECTURER - BUSINESS STUDIES AND INFORMATION TECHNOLOGY

Salary £14,013 - £17,619

Specialist business and management studies staff comprises 50% of the Department. The post holder will be responsible for a range of Hotel Catering and allied courses.

The non-teaching responsibilities will be concerned with the following areas:

MSC Courses, Short Courses, Technology and N.A.B. Development

A relevant degree and professional qualifications, plus experience at managerial level in industry are expected, but not necessarily in the Hotel Catering and Leisure's industries.

Duties to commence as soon as possible after Easter 1988.

Further details and application forms are available from the Principal, Secretary at the above address. Tel: 01-222 4072 to whom completed forms should be returned within 14 days of the publication of this advertisement. (1987/3) £20026

Re-advertisement.

Previous applicants will automatically be reconsidered.

Application forms and further details available from the Principal, Secretary at the above address. Tel: 01-222 4072. Closing date - Friday 28th February 1988.

BROOKLYN TECHNICAL COLLEGE

Great Barr, Aldridge Road, Birmingham B44 8NE
Tel: (01-360 3543)

LECTURER I IN BUSINESS STUDIES
SALARY £6,324 - £11,247

Required as soon as possible. The Business Studies Section of the Department of Business and Management Studies, applicants should be able to teach at least two, or preferably three from:

Business Calculations, Book-keeping, Work, Economics, Back-logs, Business, Development, Social Structure, Modern Britain, Marketing.

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CLEVELAND

KIRBY COLLEGE OF FURTHER EDUCATION
Roman Road, Middlesbrough, Cleveland

LECTURER GRADE I IN BTEC STUDIES

To teach mainly in BTEC courses at National level in the first instance. Suitable qualifications and experience are required.

Further details from the Staffing Officer, Farnborough College of Technology, Boundary Road, Farnborough, Hampshire GU14 6SS (Tel: 02522 515211, Ext. 260). Closing date: 28th February 1988. £20026

HEREFORD AND WORCESTER COUNTY COUNCIL OF HERFORD WORCESTER

REDDITCH COLLEGE
LECTURER GRADE I IN HAIRDRESSING STUDIES

Applications are invited for the post of Lecturer Grade 1 in Hairdressing Studies on the 1st April 1988, or as soon as possible thereafter. The post holder appointed will have had significant experience and relevant qualifications in the hairdressing field.

Although not essential, experience in allied hairdressing areas such as marketing, salon management or development work would be an advantage.

SALARY: BURNHAM SCALE LECTURER GRADE 1, £6,324 - £11,247.

NOTE: STARTING SALARY WILL BE IN ACCORDANCE WITH YEARS OF RELEVANT EXPERIENCE.

Application forms and further details are available from the Principal, Redditch College of Further Education, Farnham Street, Redditch, Worcs. B97 6BW. Tel: Redditch (0523 63607, 198703). £20026

Hampshire County Council

Highbury College

MECHANICAL ENGINEERING DEPARTMENT

PRINCIPAL LECTURER IN PRODUCTION ENGINEERING

Applications are invited for the above post from graduate engineers having experience and interest in the development of new courses in automated manufacturing systems and production control techniques.

Relevant industrial experience is essential together with the ability to teach modern production engineering subjects to BTEC Higher Certificate level.

Further information and application form from the College Secretary on ext. 225 Coatham, Portsmouth PO6 2SA. Telephone (0705) 383131.

(1985/3)

Northamptonshire

Education Department

Northampton College of Further Education

HEAD OF DEPARTMENT (GRADE IV)

GENERAL STUDIES

with responsibility for Drama and Visual Arts, General Studies servicing, and Special Needs.

Further details and application forms available from: Mr R. Barden, BSc(Econ) Principal

Northampton College of Further Education St Gregory's Road

Booth Lane South Northampton NN3 3RF

Telephone (0604) 403322

(1984)

DURHAM COUNTY COUNCIL

EDUCATION DEPARTMENT

DARLINGTON COLLEGE OF TECHNOLOGY

VICE-PRINCIPAL

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Further details and applications forms available from the Director of Education, Education Department, County Hall, Durham, DH1 5UJ, to be returned by Friday 7th March, 1988.

(1985/2)

HAMPSHIRE

FARNBOROUGH COLLEGE OF FURTHER EDUCATION
Boundary Road, Farnborough, Hampshire

LECTURER GRADE I IN BTEC STUDIES

To teach mainly in BTEC courses at National level in the first instance. Suitable qualifications and experience are required.

Further details from the Staffing Officer, Farnborough College of Technology, Boundary Road, Farnborough, Hampshire GU14 6SS (Tel: 02522 515211, Ext. 260). Closing date: 28th February 1988. £20026

HEREFORD AND WORCESTER COUNTY COUNCIL OF HERFORD WORCESTER

REDDITCH COLLEGE
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SALARY: BURNHAM SCALE LECTURER GRADE 1, £6,324 - £11,247.

NOTE: STARTING SALARY WILL BE IN ACCORDANCE WITH YEARS OF RELEVANT EXPERIENCE.

Application forms and further details are available from the Principal, Redditch College of Further Education, Farnham Street, Redditch, Worcs. B97 6BW. Tel: Redditch (0523 63607, 198703). £20026

Hampshire County Council

Highbury College

MECHANICAL ENGINEERING DEPARTMENT

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Further details and applications forms available from the Director of Education, Education Department, County Hall, Durham, DH1 5UJ, to be returned by Friday 7th March, 1988.

(1985/2)

DURHAM COUNTY COUNCIL

NEW COLLEGE DURHAM
FACULTY OF TECHNOLOGY

LECTURER GRADE I IN BTEC STUDIES

To teach mainly in BTEC courses

One word from you and we'll give you a few thousand!

Say "yes" to a year's subscription to The Times Educational Supplement and we will send you our special anniversary edition of the Longman Concise English Dictionary, worth £9.95 free! Just complete and return the coupon below, together with your cheque or postal order for £36 and

we'll send you 52 issues of The Times Educational Supplement and your copy of the Longman Concise English Dictionary.

**SAVE
£9.95**

**LONGMAN
CONCISE ENGLISH
DICTIONARY**



1910-1985

Anniversary Edition

■ *Unrivalled in its coverage of today's English, this is the first British Dictionary of its size to be based on evidence gathered from hundreds of books, periodicals, newspapers and journals, covering subjects from all over the world.*

■ *A team of more than a hundred experts and qualified editors ensured that its 100,000 definitions are the most reliable and up-to-date, while a computer maintained accuracy and consistency.*

■ *It has 100 full page illustrations and a unique*

pronunciation system, based on the alphabet rather than phonetic symbols, specially designed to be easily understood.

To: Linda Bartlett
The Times Educational Supplement, Priory House,
St. John's Lane,
London EC1M 4BX.

Please send me The Times Educational Supplement for one year (52 issues) and my free copy of the Longman Concise English Dictionary. I enclose my cheque/postal order for £36 covering a year's subscription, made payable to Times Newspapers Ltd.

**THE TIMES
Educational Supplement**

Name: _____
Address: _____

Signature: _____
Date: _____

HARINGEY COLLEGE PARK ROAD, LONDON N11 2QF PRINCIPAL: BRENDA S REMINGTON BA(Hons) DipPE

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS:

Lecturer II — Coordinator YTS off the job training

SALARY RANGE — £9,114-£13,983 pa (including London Weighting)

Applications are invited for the above post to co-ordinate the YTS off the job training provided throughout the College and to contribute to the development of a modular programme. Proven experience in the organisation and teaching of YTS trainees and commitment to the continued development of quality programmes in the future is essential. Applicants must also have the ability to teach across a broad range of core and vocationally related skills.

Lecturer I — Business Studies

SALARY RANGE — £7,382 - £12,285 pa (including London Weighting)

Lecturer I in Business Studies required as soon as possible, to teach on the BTEC National and other business studies programmes.

Ability to offer Accounting and The Organisation in its Environment will be an advantage. Knowledge of recent curriculum development including CPVE desirable.

It is essential that all postholders are fully committed to the aims of the College especially with regard to the policies of Multi-Cultural Education and Equal Opportunities and will have had experience with young people and adults from Ethnic Minority backgrounds.

Application forms and further details can be obtained from Helen Atwood at the above address or by telephoning 01 888 7123.

Closing Date: 28 February 1986.

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

COLLEGES OF FURTHER EDUCATION

continued

KENT

CANTERBURY COLLEGE OF

TECHNOLOGY
New Dover Road, Canterbury.
Tel: (0224) 65080

ACADEMIC VACANCIES

Applications are invited from suitably qualified persons for the following posts:

LECTURER II IN CIVIL ENGINEERING (REF. 84/86)

To teach Theory and Design of Reinforced Concrete and Civil Engineering Construction and be responsible for the organisation and maintenance of the material testing and soils laboratory.

LECTURER I OR II IN ACCOUNTANCY (REF. A8/86)

To teach financial modules to BTEC National and Institute of Bankers courses and be responsible for the coordination of accounting subjects.

LECTURER I IN MECHANICAL ENGINEERING (REF. M2/86)

To teach Engineering Workshop Theory and Practice and related subjects, together with one of the following: Engineering Maintenance, Pneumatics and Hydraulics, Engineering Production and be responsible for an area of first year training.

LECTURER I IN PROFESSIONAL COOKERY AND FOOD SERVICE (REF. C1/86)

To teach Professional Catering and Food Service theory and practical subjects, and undertake the management of the administration, tutoring and industrial visits.

Salaries in accordance with the National Joint Council for the Further Education, namely:

Lecturer I £6,076 - £13,945

Lecturer II £6,354 - £11,447

Starting point dependent upon experience and qualifications. Application forms and further details are available from the Principal on request (08551).

Reference: 220026

(0053)

KINGSTON

UPON THAMES

ROYAL BOROUGH OF

KINGSTON UPON THAMES

FURTHER EDUCATION

DEPARTMENT OF

TECHNOLOGY

DEPARTMENTS

(SENIOR LECTURERS)

One establishment of two new departments, namely Environment Studies post no 80 and General Studies post no 81. It allows the appointment of two deputies at Senior Lecturer grade 1a from 1st September 1986.

Salary: £11,988-£18,048 plus £284 fringe area allowance.

Further details and application forms for the above posts can be obtained from the Principal, Kingston College of Further Education, Ball Road, Kingston upon Thames, Surrey, S20 8AQ. Closing date: 28th February 1986.

Reference: 220036

(08450)

LANCASHIRE

CITY COUNCIL

AN EQUAL

OPPORTUNITIES

EMPLOYER

BURNLEY COLLEGE OF

ARTS AND TECHNOLOGY

Shore Bank, off Ormerod Road, Burnley, Lancs.

Required 1st May 1986.

LECTURER I £6,354 - £13,945

LECTURER GRADE 1 to teach BTEC Electrical Engineering subjects and City & Guilds in Electrical Installation Practice.

Full particulars and application forms obtainable from the Principal, Burnley College, Drift Road, Burnley, Lancs. P8

Completed application forms to be returned within 14 days of advertisement (221178).

Reference: 220026

(08550)

LINCOLNSHIRE

Lecturer I in French and German

and one deputy to be based on the new Burnham Lecturer (Ref. 84/86) required for September 1986.

Full particulars and application forms obtainable from the Principal, Burnham College, Drift Road, Burnley, Lancs. P8

Completed application forms to be returned within 14 days of advertisement (221178).

Reference: 220026

(08550)

CHESTER COLLEGE OF FURTHER EDUCATION

Eaton Road, Hanbridge, Chester, CH4 7ER

Telephone Chester 877677

LECTURER II - PHYSICS AND GENERAL SCIENCE

(Post Ref: 87/0051)

To teach physics up to and including A Level, and general science to BTEC Technicians and City & Guilds students. An interest in open learning methods is essential for this post.

You should be a graduate or possess an equivalent professional qualification. Industrial experience would be an advantage.

For further details and an application form, please contact:

Mr A W Hodgson, Staffing Officer,

Bradford & Ilkley Community College,

Great Horton Road,

Bradford BD7 1AY.

WE ARE AN EQUAL OPPORTUNITIES EMPLOYER.

Application forms and further particulars from the Principal on receipt of a stamped, addressed, foolscap envelope. Closing date: 28 February.

Reference: 220026

(08550)

LECTURER II HAIRDRESSING

To start and develop courses in Hairdressing/Beauty Therapy at The Grange Centre, Ellesmere Port. Appointment to start in April/May to prepare for opening in September.

Application forms and further particulars from the Principal on receipt of a stamped, addressed, foolscap envelope. Closing date: 28 February.

Reference: 220026

(08550)

BRADFORD & ILKLEY COMMUNITY COLLEGE

WE ARE AN EQUAL OPPORTUNITIES EMPLOYER.

Application forms and further particulars from the Principal on receipt of a stamped, addressed, foolscap envelope. Closing date: 28 February.

Reference: 220026

(08550)

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(08550)

(08550)

ilea colleges

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award. LECTURER GRADE I (and part-time post) on an incremental scale within the range of £8,320-£13,247.

LECTURER GRADE II £8,076-£13,045. SENIOR LECTURER £11,988-£18,048. PRINCIPAL £21,012-£28,012. For all posts, unless otherwise stated, there is an inner London allowance of £1,000. All posts which are graded Lecturer I to Principal Lecturer are considered suitable for job share. Applications for job share appointments will only be considered if submitted on a paired basis. A register of potential job shareers is maintained by Ms. H. Brookman, ED/PHED/OPPS, Room 205, The County Hall, London, SE1 7PB. IEA is an equal opportunities employer.

HAMMERSMITH & WEST LONDON COLLEGE

Golden Road, Sevenoys Court, W14 9SL

A LECTURER IN CARPENTRY/JOINERY

is required to teach practice and theory up to COLI 585 Advanced Craft Certificate (Post No. 302)

Application forms and further details are available from the Principal (Appointments), written requests for details only, please, stating post number shown, to be returned by 3 March 1986.

(ISLINGTON SIXTH FORM CENTRE)

(1) CAREERS ADVISER SCALE 4

(2) STUDENT COUNSELLOR SCALE 3

Please see IEA Schools advertisement.

LONDON COLLEGE OF PRINTING

Department of Journalism and Business Studies

LECTURER IN TELEVISION SHORTHAND

Required for September 1986, a Lecturer Grade II to be responsible for Foreign Languages provision and to teach two languages (from French, Spanish, German, Italian, Urdu to full time, part-time and evening students on GCE and vocational courses.

Applicants should have relevant qualifications and experience in the teaching of languages in Further Education.

Further details, particulars and application form, to be returned within fourteen days of date of advertisement, may be obtained from Senior Administrative Officer, London College of Printing, Elephant and Castle, London SE1 0SB. Telephone 01-733 8484 Ext 222.

PADDINGTON COLLEGE

26 Paddington Green, W2

Tel: 01-724 880

Department of Applied Sciences/PROSTHETICS

Applications are invited from suitably qualified persons who should be able to participate in the teaching of some of the applied and subjects in the area. The successful candidate will be expected to take administrative responsibility for the course leading to the award of the Higher National Diploma in Orthotic Prosthetics and for related courses.

Further details and application forms may be obtained from the Secretary to the Department, quoting reference A/8022. The closing date for the receipt of completed applications is 28 February 1986.

SOUTH EAST LONDON COLLEGE

Leamington Way, SE4 1UT

Tel: 01-891 0006

(24 hour Answering Service)

Department of Computing

ASSOCIATE LECTURER (0.7) IN

SCIENCE AND MATHEMATICS

CON 106

Applications are invited from persons having industrial experience in the Construction Industry, together with suitable qualifications.

The person appointed will be expected to teach on courses throughout the Department, including BTEC Diploma Certificate (Building Construction) and YTS Building Craft Course.

Further information and application forms may be obtained from the College at the above address tel: 01-891 0006 (24 hour Answering Service). Application forms to be returned by Friday 28 February 1986. It is essential to quote the correct reference number.

SOUTH THAMES COLLEGE

Wardsworth High Street, SW18 2PP

Department of Engineering Design and Technology

SENIOR LECTURER IN MECHANICAL ENGINEERING

Post Ref: DEDT1-88

Applicants should be professional graduate Mechanical Engineers with substantial teaching experience and capable of developing Computer Aided Design within the Department. A relevant industrial experience is essential.

LECTURER IN MECHANICAL ENGINEERING

Post Ref: DEDT2-88

To teach to BTEC Certificate and Higher Certificate students. Candidates should be qualified Engineers with some teaching experience preferably in Mechanical Engineering, Robotics and Manufacturing Technology and have a suitable industrial background.

LECTURER II IN ELECTRICAL AND ELECTRONIC TECHNOLOGY (2 posts)

Post Ref: DEDT3-88

To teach to BTEC Certificate and Higher Certificate students. Candidates should be qualified Engineers with some teaching experience preferably in Microelectronics or Robotics and have a suitable industrial background.

LECTURER IN FOREIGN LANGUAGES AND ENGLISH

Post Ref: DML2-88

Required for September 1986, a Lecturer Grade II to be responsible for Foreign Languages provision and to teach two languages (from French, Spanish, German, Italian, Urdu to full time, part-time and evening students on GCE and vocational courses.

Applicants should have relevant qualifications and experience in the teaching of languages in Further Education.

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SOUTH EAST LONDON COLLEGE

Leamington Way, SE4 1UT

Tel: 01-891 0006

(24 hour Answering Service)

HAY-MSL
middle east

OVERSEAS POSTS
continued

TOKYO

Wanted an experienced Physics teacher, also other science subjects, to teach in a mixed ability secondary school. Also Maths, Economics, and English. Good salary and pension. Please send C.V. and three references to: The Headmaster, The Sacred Heart, 3-1, Hiroo 4-chome, Shibuya-ku, Tokyo 150. Tel: (03) 480-2111. (198473)

TURKEY

Experienced teachers of English, Mathematics, Physics and Chemistry required for a well established private school in Turkey. Vacancies: Number essential. Write with C.V. to Box No. 100, 488, Priory House, 51 John's Lane EC1M 4BX. (198378)

TURKEY

Required for one year, experienced private English teacher (age 30-40 years female) to live with Turkish family in Istanbul and teach 20 year old daughter (children). Good salary and conditions. Start June 1986. Please send C.V. and three references to: B. Z. Pakin (Shannon) Ltd., 75 Davis Street, 4th Floor, London W1V 1FA. (198759)

RAS AL KHAIMAH ENGLISH SPEAKING
SCHOOL, U.A.E.
REQUIRED FOR SEPTEMBER 1986

One Infant or One Junior Teacher

The school was ESTD in 1976 and has a small roll of children, between the ages of 4.06 and 11.06 years, who are mainly the children of British, European and Arab expatriates. The School Complex consists of a main building divided into 3 classrooms and one hall/gymnasium, five individual portable classrooms, 1 library and 1 administration block. A British type primary curriculum is followed and teachers also participate in afternoon activities. The infant teacher would be responsible for a class of 6.06 - 7.06 years whereas the junior teacher for a combined 8.06 - 11.06 years. Preference will be given to candidates who can offer gymnastics or music as an additional subject.

Salaries are tax free, and overseas allowance, superannuation benefits, and of contract gratuity are offered. Shared rent free fully furnished accommodation is provided including free water and electricity.

Two year contracts are offered with annual return air passage to U.K. plus a baggage allowance. Only U.K. train and fully qualified teachers should apply. Interviews will be held during April '86 in London.

Please apply immediately in your own handwriting with full curriculum vitae, includes a recent photograph and the names of two referees, to: Mrs Irene Henderson, Headmistress, Ras Al Khaimah English Speaking School, P.O. Box 975, Ras Al Khaimah U.A.E. (198294)

IN-COMPANY
ENGLISH LANGUAGE
TEACHING

We are recruiting experienced English teachers for a client in the Frankfurt area.

Teachers will be employed by Euro-Sprachschulen-Organisation, a large private language school organisation in West Germany and will work on a permanent contract starting April 1986.

Starting salary at 4,200-DM.

Applicants (23-35 years) should have a solid background in language teaching (RSA, PGCE, TEFL, MA, App.Ling).

Some knowledge of German and possibly a current driving licence.

Interviews will be held beginning of March in London.

Applications with C.V., qualifications and recent photograph to: Euro-Sprachschulen-Organisation, Mrs E. Baranjaner, Hauptstr. 26, D-8751 Stockstadt/Main, West Germany. (198474)

TANZANIA

INTERNATIONAL SCHOOL OF TANGANYIKA LTD. Vacancies: Head of English Faculty ('O' level Exp.), Head of Mathematics Language (French 15 Exp.), Head of Mathematics and Computer Science (15 or 'A' level Exp.), Mathematics Teacher (15 or 'A' level Exp.), Physics Teacher (15 or 'A' level Exp.), Biology Teacher (15 or 'A' level Exp.), Chemistry Teacher (15 or 'A' level Exp.), General Science Teacher (Lower Secondary Science), Physical Education Coordinator, Boys P.E. Teacher ('O' level Exp.), Instrumental Music Teacher (Middle School/Gadassany Level), Primary School Vacancies: Infant and Junior Class Teachers, Junior School Music Teacher, ESL Teacher, Learning Disabilities Specialist. Attractive salary, passage, baggage allowance and housing provided. For further details and an application form send large size photograph to: Mrs. J. A. Crawford, P.O. Box 14, Merseyville LA3 3DY. Tel: (0151) 551575. (198600)

UNITED ARAB EMIRATES

Applications are invited from British trained teachers for this position in a primary school, to take up positions in September, 1986. Both teachers should have at least three years' experience and be familiar with the curriculum development and be able to teach science and sports as afternoon activities. Attractive tax free salaries, rent free furnished accommodation and return air fares will be provided. Contract will be for one year and renewable. Interested persons should send a written letter of application (with photograph and contact telephone number), a detailed curriculum vitae and two professional references to: Mrs. J. A. Crawford, P.O. Box 14, Merseyville LA3 3DY. Tel: (0151) 551575. (198600)

UNITED ARAB EMIRATES

Short listed candidates will be interviewed in London in February, 1986. (198600)

U.S.A.

WORK FIRST PLAY LATER IN THE U.S. Are you a teacher, nurse or student over 18 years of age? If so, CAMP AMERICA needs you for 9 weeks to teach sports, arts and crafts in an American summer camp. Benefits include FREE return flight, FREE board, pocket money and up to 6 weeks free time. Write NOW to CAMP AMERICA, Dept. TES, 20, 37 Queens Gate, London SW7 or call 01-581 5575. (198601)

U.S.A.

Administration Local Education Authority

HAMPSHIRE

EDUCATION COMMITTEE DISTRICT CAREERS ADVISER, Portsmouth 302 (a) £19,950 - £21,404 Ref 104344. DISTRICT CAREERS ADVISER, Southampton P01 (a) £19,950 - £21,404 Ref 104345. Applications are invited for the above posts. The person appointed will manage a team of Careers Advisers and support staff and supervise at District level, all vocational guidance and employment services provided for young people attending schools and colleges in the Youth Training Scheme, in employment or on leave from employment. Other duties will include the recruitment and training of staff at local level, the development of employment opportunities and surveying technological opportunities in the County. The post will be based in the Luton Careers Office and the contract is for 2½ years in the first instance. Application forms obtainable from the Head of Manpower Services, County Hall, Bedford, Bedfordshire Bedfordshire, Bedford 63222, ext. 2028. Closing date: 26th February 1986. The Council is an Equal Opportunity Employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community. (198588)

UNITED ARAB EMIRATES

AL RABER SCHOOL, Abu Dhabi, U.A.E. We require nursery, junior and infant teachers for September 1986. Shared air-conditioned school, free return flight, FREE board, pocket money and up to 6 weeks free time. Write NOW to CAMP AMERICA, Dept. TES, 20, 37 Queens Gate, London SW7 or call 01-581 5575. (198601)

WEST GERMANY

ENGLISH TEACHER. Those with Ed. or PGCE, experience in business English and a good knowledge of German can be considered for immediate start with a language school. High quality and a qualified team of teachers. Applicants should answer in German and send together with proof of qualifications and passport to: Sprachinstitut, Markt 2, 4450 Hensel, Germany. (198335)

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THE SULTAN'S SCHOOL

PO Box 9665, Seeb Sultanate of Oman

LIBRARIAN

Required for September 1986. Teachers of MATHEMATICS, PHYSICS, CHEMISTRY - Secondary level ENGLISH SPECIAL NEEDS/REMEDIATION ENGLISH - all levels

The School (age range 9-18) was established in 1977 under the sponsorship of H.M. Sultan Qaboos bin Said to provide selected Omani boys and girls with education of high quality, reflecting national cultural and spiritual values and preparing them for university. Living and working conditions are attractive. Tax free salary in range £8,000 - £15,000 (at current exchange rate) with additional payments for special responsibilities. Benefits include free housing (plus bed and term time), superannuation allowance, medical cover, and air passages. Initial contracts are for two years and are renewable. Qualified and experienced candidates (married or single) should apply as soon as possible to the Headmaster at the school with a Curriculum Vitae and contact telephone number. Further details will be provided for selected candidates. Interviews will be held in UK in early March and in other European/Arab capitals as required. (19874)

THE BRITISH SCHOOL IN THE NETHERLANDS

(HMC, GBA, Independent)

Following the appointment of Miss Janet Sutcliffe to be Principal of the Eastbourne College of Domestic Economy, the Senior School (ca. 500 boys and girls, aged 11-18) requires for September, 1986, a well qualified and experienced

Teacher of Home Economics

to take charge of a flourishing department established four years ago in excellent facilities. Courses to C.S.E. (Southern), 'O' Level (G.C.S.E.) and 'A' Level (London Home Board). Applicants should write, by 28th February, enclosing a full curriculum vitae, a recent photograph and the names, addresses and telephone numbers of two referees to: The Headmaster, The British School in The Netherlands, Jan Van Hoofstraat 3, 2282 BG VOORSCHOTEN, The Netherlands. (Telephone: 010-31-1717-7183). Preliminary interviews will be held in the United Kingdom, and candidates on the short list will visit the School for the final selection procedure. (19874)

Assistant Director (Schools)

We need an ASSISTANT DIRECTOR to help develop our schools service and advise the Education Committee. The salary (£21,771 - £23,871 with review in April) reflects our high expectations of this second tier post. "Applications from employees of the GLC or MCC's with relevant experience will be welcome". Further particulars and application form, to be returned by 10th March 1986, from John Mann, Director of Education, P.O. Box 67, Civic Centre, Harrow HA1 2XF. Tel: 01-863 5611, extn. 2138. (19874)

Harrow Education

We are an equal opportunities employer.

COMHAIRLE NAN EILEAN WESTERN ISLES ISLANDS COUNCIL

ASSISTANT DIRECTOR FURTHER EDUCATION £15,519-£17,079

The Western Isles Islands Council is one of only three 'Most Purpose' authorities and deals with all Local Government services other than Police and Fire. The successful applicant will be responsible for the direction, supervision and development of Further Education services provided by the Council with an emphasis on initiating relevant programmes of education and training in conjunction with industrial and business interests. In the field of community education the post involves the development of leisure and recreational facilities, adult and informal further education and the management of the Community Education Service. The postholder will be expected to develop strong links with a number of development agencies and to contribute to local community initiatives. Additionally, the successful applicant, as a member of the directorate team, will be required to contribute to the range of services undertaken by the Education Department. A communicable ability in Gaelic, though not essential, is desirable. Applicants should be registered with the GTC, and have experience of teaching and working at a senior level in educational administration. Chief Officers' Conditions of Service, essential car user's allowance and car loan scheme apply. Full removal expenses and assistance with housing where possible. Salary quoted includes islands allowance £57. Enquiries to Lachlan F. Dick, Deputy Director of Education, Council Offices, Sandwick Road, Stormoway (Tel. 0861) 3773 Ext. 432. Application forms and job description available from the Department of Administration (Personnel) Council Offices, Sandwick Road, Stormoway (Tel. 0861) 3773 Ext. 213. Closing date for applications 3 March 1986. (19875)

KENT COUNTY COUNCIL

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GCSE CHIEF EXAMINERS

The Northern Examining Association will be appointing Chief Examiners in all major subjects for the 1988 GCSE examination during 1986. In some subjects the successful applicants will also be appointed for the 1987 Joint O-level/CSE examination, where the 1987 examination is to be set on the same syllabus.

The NEA is one of four GCSE examining groups in England. It comprises one GCE board, the Joint Matriculation Board, and four CSE boards: Associated Lancashire Schools Examining Board, North Regional Examinations Board, North West Regional Examinations Board and Yorkshire and Humberside Regional Examinations Board.

Applicants should be under 60, with five recent years' teaching experience and at least three years' examining experience, preferably at a senior level.

Applications are invited now for the appointments listed:

ARCHAEOLOGY: one appointment.

BUILDING STUDIES: two appointments.

COMMERCE: one appointment.

COMPUTER STUDIES: one appointment (for 1987 Joint examination only; previous applicants need not re-apply).

CRAFT & DESIGN: METALWORK: one appointment.

CRAFT & DESIGN: WOODWORK: one appointment.

ECONOMICS: one appointment.

EUROPEAN STUDIES: one appointment.

HISTORY & APPRECIATION OF ART & DESIGN: one appointment.

HOME ECONOMICS: CHILD CARE AND DEVELOPMENT: one appointment.

HOME ECONOMICS: HOME, FOOD AND FAMILY: one appointment.

HOME ECONOMICS: TEXTILES: one appointment.

INDUSTRY & SOCIETY: one appointment.

ITALIAN: two appointments.

KEYBOARD COMMUNICATION: one appointment.

LATIN: two appointments.

LOCAL HISTORY: one appointment.

MOTOR VEHICLE ENGINEERING: one appointment.

OFFICE STUDIES: one appointment.

PHYSICS: three appointments.

RELIGIOUS STUDIES: twelve appointments.

RURAL SCIENCE: two appointments.

RUSSIAN: two appointments.

Further details (including closing date for applications) and application forms may be obtained from:

NEA Examiner Appointments,
Joint Matriculation Board,
Manchester, M15 6EU.

Other appointments will be advertised over the next few months by the NEA.



Southwark Diocesan Board of Education Holy Trinity Urban Centre, Lambeth WARDEN

This is an exciting new venture involving a Day and Residential Centre in the heart of London for children and young people. Required, as soon as possible, a WARDEN, who will be a member of the Board's Advisory Team.

Salary: Burnham Scale III plus Inner London allowance.

Full details and application forms from: The Director of Education, Southwark Diocesan Board of Education, 48 Union Street, London, SE1 1TD.

Closing date: Friday, March 7th, 1986.

The Board of Education is an equal opportunities employer.

Child Care

DORSET COUNTY COUNCIL EDUCATION DEPARTMENT
SCHOOL HOUSE,
Beamstead (Boarding House,
attached to Beamstead
Comprehensive School),
RESIDENT ASSISTANT
HOUSE TUTOR.
Required from April 1986.
Candidates must be interested
in the education and welfare of
up to 40 boys (11 - 18 years)
who live at School House and
attend Beamstead School.

An interest in games and
leisure activities of all kind
both indoors and outdoors
would be an advantage. Applica-
cants should hold a full valid
driving licence and a basic
knowledge of First Aid is re-
quired.

Hours of duty 24 hours 40
minutes per week (evenings
and weekends) during term
time. These hours may be in-
creased or decreased according
to the number of children in
residence at the Boarding
House.

Salary within the DCC Scale
One 22,725 by increments to
23,972 with a sleeping-in allow-
ance of £10.59 per night
when rostered on duty. A
charge is made for accommoda-
tion and meals (no charge will
be made for meals taken on
duty).

To find out more about the
job contact the Headmaster,
Beamstead School (Tel:
01258 66333).

Application forms and fur-
ther details from the County
Education Officer, (Ref:
PAC), P.O. Box 4, County
Hall, Dorchester, Dorset,
DT1 1XJ, to be returned to the
Headmaster, School House,
Beamstead, Dorset, DT1 1XJ.
Dorset by 28th February 1986.
Please quote post 0505 540000
1985701

Educational Psychologists

EAST SUSSEX

EDUCATION DEPARTMENT

COUNTY PSYCHOLOGICAL SERVICE

PART-TIME EDUCATIONAL PSYCHOLOGIST

Soulbury Scale £10,559 -
£14,979 (pro-rata)

Fully qualified, including
recently qualified, appli-
cants are sought for this
post, which is for 18 1/2
hours per week (10.5 P.M.)
and will be based at Hail-
sham, F.C.C. Candidates
should be committed to a
comprehensive approach to
the provision of services,
including both direct work
with individual children
and also advisory, support-
ive and in-service training
work with schools. Oppor-
tunities are available to de-
velop specialist interests.
Relocation grants available
in approved cases.

Details and application forms from the County
Education Officer, (Ref:
PAC), P.O. Box 4, County
Hall, Hailsham BN1 1SC, (see
please). Informal enquiries
may be addressed to Mr
R.W. Rameson, Principal
Educational Psychologist,
at the above address. Closing
date: February 28th,
1986/71

Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of CHIEF
EXAMINER, MODERATOR FOR
ENGINEERING SCIENCE
(644) at ADVANCED LEVEL
who will be responsible for the
moderation at all centres of
project work for the June,
1986 examination.

Applicants should have a de-
gree or equivalent qualification
in Engineering Science, a mini-
mum of four years' recent re-
levant machine experience and
experience of examining.

Further information and ap-
plication forms can be obtained
from The Secretary
General (A12), The Associated
Examining Board, Stan Hill
House, Guildford, Surrey GU2
5XJ, to whom completed forms
should be sent. (08652) 600000

Miscellaneous

A SALES CAREER with Sun
Life of Canada. Suitable ap-
plicants aged between 24 and
45 may be employed in the
area of their choice. Phone
01-930 2400, Ext. 267 or
write Mr. S. Coley, 9/4
Cockspur Street, London
SW1Y 5BH. (19235) 600000

CANADA

NANNIES FOR CANADA
Spend a year in Canada,
working and enjoying a different
lifestyle. Live with a Canadian
family for a year (or longer).
Nanny experience not re-
quired. Send your resume to:
House, St. John's Lane, 101
4BX. (88401)

LONDON

NATIONAL FOSTER CARE ASSOCIATION

TRAINING OFFICER

Required by this national char-
ity to assist in the develop-
ment of its training work, in-
cluding the organisation of a full co-
ordinating programme and re-
sponsible for the design and de-
velopment of training courses.
Applicants should have experience in
adult learning, child and
adolescent development, cur-
riculum and training practice,
and an understanding of the
introduction of organisations
change. Experience of NFA
training material an ad-
vantage.

Salary negotiable.
Full details from: NFA,
Francis House, Francis Street,
London SW1P 1DS. Tel: 01
March. NFA is an equal
opportunity employer.
(88628)

OXFORD

LATE 20'S/EARLY 30'S SMALL SPECIALIST MAN- AGEMENT TRAINING COM- PANY

Needs enthusiastic person to run In-Company Train-
ing Programmes.

Must be energetic and ca-
pable of motivating people.
(Sense of fun and humour a
useful asset)
01845 0865 (0865) 79971
(88408)

Central Bureau for Educational Visits and Exchanges

Appointment of Director £19,283 - £25,505

The Board of Trustees invites applications for the ap-
pointment of a Director of the Central Bureau. Suggestions on
persons suitable for consideration would also be welcome.
The Director, working to the Trustees, contributes to the
formulation of policy and as the Bureau's Chief Executive
and Chief Financial Officer is responsible for the efficient
administration, management and financial control of all
Bureau functions.

The Bureau is a leading world organisation in the field of
international education exchange including group and
individual visits and exchanges of young people, students,
teachers and others engaged in the Education Service
study visits; the work of foreign language assistants in
schools and various joint projects.

Candidates, preferably 35-50 years, must have academic
standing, management experience in either the public or
private sectors, experience in a major field of the Bureau's
activities, negotiating skills and an ability to lead a highly
committed staff. Written and oral competence in a major
European language is essential and a knowledge of the
educational systems of this and other countries would be
an advantage.

Further information and application forms from Mr D H
Allen, Central Bureau, Seymour Mews House, Seymour
Mews, London W1H 9PE. Telephone 01 486 5101 Ext. 955.
Closing date for the receipt of application forms is 3 March
1986.



DESIGN DIMENSION PROJECT

A National Curriculum Development Project
to establish Design as a dimension of the
primary and secondary curriculum.

Project Director: Roger Standen
Design Education Consultant: Ken Baynes
Project Administrator: Dr Roy Page

The Curriculum Development Centre,
Church Lane, Princes Plain,
Bromley, Kent BR2 8LD.

FIELD OFFICER

Required from April 14th or as soon as possible thereafter a Field
Officer to be responsible for developing the work of the Project in
the participating Local Education Authorities.

The successful candidate will have held a senior position in a
school, college or in industry and possess experience in
coordinating design activities across the ART and
TECHNOLOGY disciplines as well as have an understanding of
design awareness and design intelligence across the primary
and secondary curriculum.

Knowledge of computer assisted learning, computer graphics or
computer aided design an advantage.

The Design Dimension Project is a national curriculum
development project, being sponsored by the Department of
Trade and Industry and the London Borough of Bromley with the
aim of establishing design education as a central concern of
primary and secondary education and of making clear the
connection between the range of curriculum areas involved.

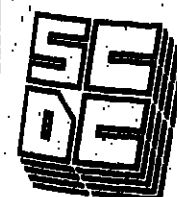
Participating authorities in the first phase of the Project include the
London Borough of Bromley, Gloucestershire, Cleveland and the
London Borough of Sutton.

The appointment is initially for one year and it is possible that a
secondment can be arranged.

The salary is that of a Senior Teacher.

Further information about the Project and application forms
can be obtained from the Project Director or by telephoning
01-464 3333, ext 4580. (19265)

SCHOOL CURRICULUM DEVELOPMENT COMMITTEE FOR WALES



Project Officer

for Modular Curriculum: Evaluation Exercise

A Project Officer is required for this curriculum research
and development project set up to consider the effect of
modular courses on pupil motivation and achievement.
The Project will review modular courses currently operat-
ing in secondary schools in Wales; evaluate examples;
write-up case-studies and disseminate the results of the
study. The post will entail working with schools and
teacher groups in Wales, and with the WJEC.

Candidates will be expected to demonstrate:
• knowledge of recent developments in the field of
modular curriculum
• recent successful teaching experience
• the capacity to work with teachers and other
educationalists
• good writing, and communication skills

Appointment for two years from September 1988 based in
the Cardiff Office of the SCDC. It is expected that the
successful candidate will apply for secondment where
possible, on existing salary plus an allowance.
Alternatively, a salary in the range of Senior Lecturer/
Senior Head Groups 8-12 is anticipated, according to
experience and current salary.

Application form and further details from: Admin Team,
SCDC, Newcombe House, 46 Northing Hill Gate, London
W11 1LS. Telephone 01-225 1234 Ext. 252/3. Closing date
30th February 1988.

Miscellaneous continued

College Student Services Officer

Grade: S01 £9,975 - £10,638 p.a.
(plus £1,053 London Weighting and
Supplements)

A Student Services Officer is required at Wileston College of
Technology, Denzil Road, London N.W.10, to be respon-
sible for the Student Services Unit which provides a com-
posite welfare, medical, counselling and accommodation
service to students.

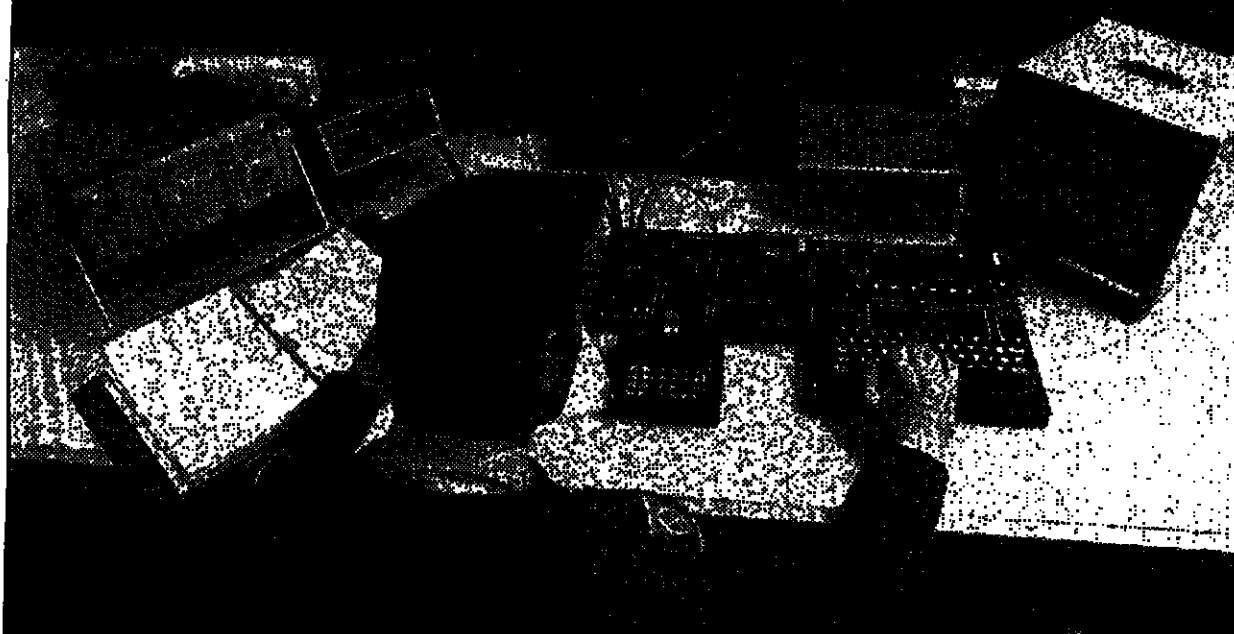
Applications are invited from suitably qualified persons with
good experience of social work, counselling, welfare or
related fields.

Application forms and job description from the Personnel
Division Room 1, Brent Town Hall Annex, Kings Drive,
Wembley, Middlesex HA9 9BR returnable by 7th March.
Telephone 01-803 0371 (24 hour Anastase service).
Reference number E/400 must be quoted.

(18885)



Are you as keen to teach as our technicians are to learn?



We hope you're one of those teachers who thoroughly
enjoy teaching.

Who doesn't mind letting enthusiasm show.
Because we have some very keen and responsible
pupils for you to train.

Our pupils are the RAF's technicians of tomorrow.
Some of the brightest and most highly motivated young
men and women in Britain with a voracious appetite
for learning.

But without dedicated teaching their careers
wouldn't get off the ground. And without our tech-
nicians neither would the RAF.

Hence the importance of your role as a Royal Air
Force Education Officer.

What's more, we'll give you every facility
to fulfil that role effectively.

You see, we believe in "hands on"
teaching. Giving each pupil the chance to
get to grips with the machine. Belt an oscil-
loscope or a jet engine, he'll learn more,
quicker, if he's working in a small group.

But the instruction of the trainee
technicians is only part of the job.
There are also numerous oppor-
tunities throughout the RAF for
additional responsibilities.

Such as keeping all ranks - from
airmen to officers - abreast of the

continual advances being made in electronics, computer
technology, radar, electrical and aeronautical engineering.
Advances which can only be applied effectively if
they're taught effectively.

What now?

You don't need to be a qualified teacher because if
you're not already experienced, we'd teach you the art
of teaching. But you should have a degree in engineer-
ing, physics, mathematics or a computing discipline
or you may apply if you have an HNC or TECHC in an
engineering subject, together with a GCE 'O' level in
English Language (or equivalent). Alternatively, if
you do have a teaching qualification it must be with
mathematics or physics. We also have
some vacancies for linguists - especially
German speaking.

You can apply for a 4- to 6-year gratuity-
earning Short Service Commission or
indeed, a commission for a longer period.

Write to Group Captain Paul Terrett,
OBE, at (TC) Officer Careers (602/10/02)
Stammore HA7 4PZ, or call in at any RAF
Careers Information Office.

If you are applying in writing, please
include your date of birth and present
and/or intended qualifications.
Age on entry up to 39.

Education & Training



Word Processing Trainer

c £13,000pa

We are a large firm of City Solicitors and, due to expansion, we are seeking an experienced Trainer to join our Word Processing team.

The Trainer would be responsible for carrying out all aspects of training for staff in any area related to office automation. This would comprise not only word processing training on our Wang OIS systems but also training staff using information retrieval systems.

Applicants, aged 25+, should have at least 2 years proven training experience, preferably on a Wang system, although cross-training would be available. The successful applicant will be not only a self-starter and able to use his/her initiative as required but also well organised and able to liaise well with both professional and secretarial staff.

In addition to an excellent commencing salary commensurate with age and experience, we offer 2 salary reviews annually, 20 days annual holiday, 60p LVs and congenial working conditions.

Please write enclosing full C.V. or apply for an application form to: Mrs Diane A. Austin, Personnel Manager, Lovell, White & King, 11 Holborn Viaduct, London EC1A 2DY. Tel: 01-236 8011.

Lovell, White & King

LCCI

EXAMINATIONS

EXAMINATIONS OFFICER (Office Skills and Technology)

Applications are invited for the above post in connection with the Business Studies Examinations provided by the London Chamber of Commerce and Industry.

The person appointed should be of graduate status and have appropriate educational/teaching and/or secretarial experience, an aptitude for detailed procedures and an ability to work in a quiet-independent role. A knowledge of Word Processing would be an advantage.

The post will be Grade 8 or 9 depending on qualifications and experience.

EXAMINATIONS OFFICER (Business Studies)

This is a new post occasioned by the expanding activities of the Business Studies Department.

The person appointed should be a graduate in Business Studies with experience of working within a business environment and preferably teaching experience.

The post will be Grade 8 or 9 depending on qualifications and experience.

RESEARCH AND EDITORIAL ASSISTANT

This is a new post to assist the Director of the Examinations Board in researching information and the editing of publications etc produced by the Examinations Board.

The person appointed should have a business background with current experience of teaching in Further Education or in educational journalism, and be capable of creative report writing.

The post will be Grade 8.

Current salary scales (under review) are: Grade 8 £8,220 - £11,016; Grade 9 £9,348 - £12,026.

Benefits include superannuation scheme, free life and disability insurance and luncheon vouchers.

Further details and application form from: The Director London Chamber of Commerce and Industry Examinations Board, Marlowe House, Station Road, Sidcup, Kent DA15 7BJ.

(7678)

Registrar

Independent Training College

A Registrar is required who will have responsibilities for recruitment. Applicants must have knowledge of the U.K. educational system and the ability to communicate with students and prospective students at all levels.

An outgoing personality is essential, and a knowledge of computers would be a distinct asset. Age is immaterial but self-motivation and enthusiasm are essential. The post might suit a person with an ex-forces background.

The position is either full time or on three day per week basis. Salary negotiable.

To apply please write with C.V. to: Personnel Department, Automated Data Systems Limited, 104-108 Oxford Street, London W1N 9FA.

ADS

MISCELLANEOUS continued

MUSIC PUBLISHING

The liveliest music publisher in the country, with a reputation for excellence in the classical and popular areas, seeks a top-class.

EDITOR, EDUCATIONAL MUSIC

The right person will combine a talent for music with a flair for editing and creating new publishing projects with an ability to manage the editorial department. This post will make exceptional demands but also offers exceptional opportunities.

Write in the first instance in confidence to: Janet Purcell, Faber Music Limited, Queen's Square, London WC1N 3AU. (0946)

NEWHAM LONDON BOROUGH OF NEWHAM

EDUCATION CO-ORDINATOR Scale 3 1986.

We are looking for someone with a high degree of initiative and enthusiasm to coordinate and liaise with a wide range of educational voluntary organisations. The successful applicant will have some experience in the field of education or training or curriculum development. They will be expected to develop a flexible approach to deal with the needs of the wider community. The Health Education Unit.

Funding for this post has been made available through the Education Support Grant, and is for period of two years, from September 1986. Secondment will be considered.

London Allowance: £1,038. Application forms/further particulars (s.a.s. please) available from the Acting Director of Education, to whom completed forms should be returned by 28th February 1986.

Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Authority. (95054)

London Allowance: £1,038. Application forms/further particulars (s.a.s. please) available from the Acting Director of Education, to whom completed forms should be returned by 28th February 1986.

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Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Authority. (95054)

Outdoor Education

BRADFORD METROPOLITAN COUNCIL

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Please reserve/deliver a copy of The Times Educational Supplement to me every week until further notice.

NAME _____

ADDRESS _____

SIGNATURE _____ DATE _____